

BOSTON PUBLIC LIBRARY



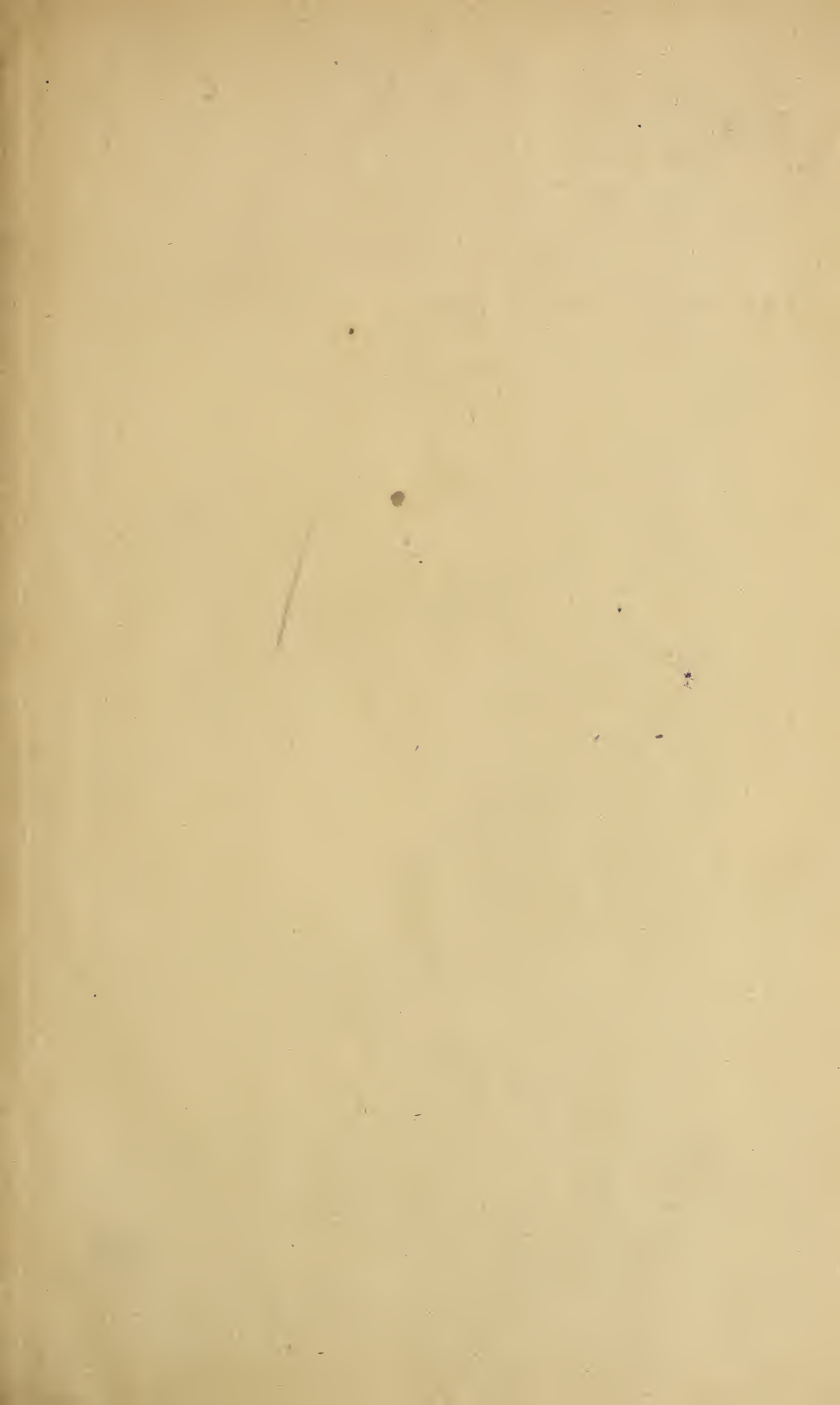
3 9999 07713 216 3

No 7996.184



GIVEN BY

U. S. Dept. of Documents.





Issued March 22, 1915.

United States Department of Agriculture,
OFFICE OF THE SECRETARY.

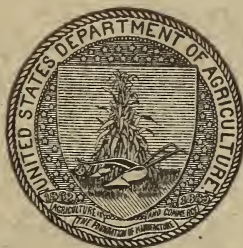
Report No. 105.

[Compiled in the Office of Information, G. W. Wharton, Chief.]

7-946-184

EDUCATIONAL NEEDS OF FARM WOMEN.

EXTRACTS FROM LETTERS RECEIVED FROM FARM WOMEN IN RESPONSE TO AN INQUIRY "HOW THE U. S. DEPARTMENT OF AGRICULTURE CAN BETTER MEET THE NEEDS OF FARM HOUSEWIVES," WITH SPECIAL REFERENCE TO THE PROVISION OF INSTRUCTION AND PRACTICAL DEMONSTRATIONS IN HOME ECONOMICS UNDER THE ACT OF MAY 8, 1914, PROVIDING FOR COOPERATIVE AGRICULTURAL EXTENSION WORK, ETC.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1915.



United States Department of Agriculture,
OFFICE OF THE SECRETARY.

Report No. 105.

[Compiled in the Office of Information, G. W. Wharton, Chief.]

+ 7996-184

EDUCATIONAL NEEDS OF FARM WOMEN.

EXTRACTS FROM LETTERS RECEIVED FROM FARM WOMEN IN RESPONSE TO AN INQUIRY "HOW THE U. S. DEPARTMENT OF AGRICULTURE CAN BETTER MEET THE NEEDS OF FARM HOUSEWIVES," WITH SPECIAL REFERENCE TO THE PROVISION OF INSTRUCTION AND PRACTICAL DEMONSTRATIONS IN HOME ECONOMICS UNDER THE ACT OF MAY 8, 1914, PROVIDING FOR COOPERATIVE AGRICULTURAL EXTENSION WORK, ETC.



RECEIVED

MAR 22 1915

WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1915.

4443
3

U.S. GOVT. PRINTING OFFICE
714-810-8

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
15 CENTS PER COPY

▽

U.S. GOVT. PRINTING OFFICE
714-810-8

CONTENTS.

	Page.
Introduction.....	5
Education of children.....	10
Better schools—cheaper books—transportation of children to and from school.....	10
Child labor.....	22
School courses in agriculture and domestic science.....	23
Home education and rearing of children; instruction in ethics and morals ..	29
Boys' and girls' clubs.....	35
Adult education.....	37
Introduction.....	37
Requests for demonstrations; traveling schools for women.....	37
Experiment centers.....	45
Libraries and reading courses.....	47
Meetings and lectures.....	54
Women's institutes.....	57
Mothers' clubs.....	58
School centers.....	58
Special educational facilities for farm women.....	59
Instruction through publications.....	61
Weekly or monthly publications for women.....	61
Criticisms of bulletins.....	63
Distribution of bulletins.....	64
Bulletins in foreign languages.....	66
Appendices:	
A. General suggestions for development by farm women.....	67
B. How farm women may get help under the Smith-Lever Extension Act....	77
C. List of free publications of the United States Department of Agriculture of interest to farm women.....	78
D. The Government bookstore.....	83
E. Publications on school and home education and the care of children....	85
F. List of publications of the United States Public Health Service.....	86
G. Department of Labor's service for placing field and domestic labor on farms.....	87



Digitized by the Internet Archive
in 2013

INTRODUCTION.

The Secretary of Agriculture, on October 1, 1913, addressed a letter to the housewives of 55,000 crop correspondents asking them to suggest ways in which the United States Department of Agriculture could render more direct service to the farm women of the United States. This inquiry was prompted by the following extract from a letter addressed to the Secretary by Mr. Clarence Poe, Raleigh, N. C., under date of July 9, 1913:

Have some bulletins for the farmer's wife, as well as for the farmer himself. The farm woman has been the most neglected factor in the rural problem, and she has been especially neglected by the National Department of Agriculture. Of course, a few such bulletins are printed, but not enough.

Although the department had issued many bulletins and publications designed to give farm women practical aid in household operations, and to assist them in poultry raising, butter making, gardening, and other farm activities commonly discharged by women, Mr. Poe's suggestion seemed to merit careful investigation.¹

Moreover, at the time that Mr. Poe wrote, the Smith-Lever Act, providing for cooperative agricultural extension work, was under discussion by the Congress, with prospects of an early passage. This act as drafted, and since passed, provided for "the giving of instruction and practical demonstrations in agriculture and home economics." This, it was seen, would call on this department to cooperate with the States in furnishing a new type of instruction specifically designed to aid farm women in their important tasks of homemaking and domestic manufacturing. For this reason it seemed especially important to seek information as to the things in which the rural women most needed cooperative assistance.²

This report is offered, therefore, with the belief that it contains suggestions well worthy of governmental consideration and also in the hope that it may prove suggestive and helpful to the State agencies that will have the carrying out of the Smith-Lever Act. That act, starting this year with a grant of \$10,000 of Federal moneys to each State, by increasing annual appropriations makes available in 1922 and thereafter a sum of \$4,580,000 of Federal funds for use in the extension fields. The States must duplicate with their funds all but \$480,000 of each annual Federal appropriation, so that after 1921, if the States elect to receive their full quota, the sum of \$8,680,000 will be spent each year in practical on-the-farm education. In the first nine fiscal years a total of \$41,920,000 should be directed to this purpose.³

¹ See Appendices A, C, D, E, and F for lists of publications of interest to women.

² Yearbook, Department of Agriculture, 1913, pp. 143-162, "What the Department of Agriculture is doing for housekeepers."

³ See Appendix B for statement as to how women may obtain help under this act.

The sum from this total to be expended for helping the rural woman necessarily will be large and, if it is to be most profitably expended, must supply those elements which are now lacking in our present systems of instruction. The following report at least shows many things which in the mind of the country woman herself are now left undone.

It was felt that if the farm women had been neglected, they themselves were best qualified to determine wherein this neglect lay and to make suggestions as to ways and means whereby the department could render to them, in fuller measure, the direct help to which the importance of their work in agricultural production entitles them.

The most promising limited list of farm women seemed to be the housewives of the department's 55,000 volunteer crop correspondents. These crop correspondents commonly are among the most progressive farmers in their communities, and it was reasonable to suppose that the women of their families would be fully qualified to discuss their own needs and the fields in which the department could serve other farm women in their communities.

The Secretary, therefore, determined to send to these women a general letter which would not formulate any definite questions, but rather would encourage them to discuss freely and in their own way any matters in which they believed the department might improve its service to rural women, or undertake new activities in their behalf. A general letter of this character, it was believed, would secure more valuable replies than would a questionnaire blank, which would tend to bring "yes" and "no" answers rather than a free discussion of the general subject. It was realized that before any effective series of questions could be framed it would be necessary to get the views and opinions of many farm women as to what questions should be asked.

Sending the letter was delayed until October 1, in order to have it arrive after the pressure of harvest work, and the recipients were given until November 15 to reply, in order that they might have time to consider the matter at their leisure and to consult with individual women neighbors and local women's organizations. This many of those addressed did, with the result that their letters in many cases represent the community rather than the individual viewpoint.

The following is the text of the Secretary's letter:

DEPARTMENT OF AGRICULTURE,
OFFICE OF THE SECRETARY,
Washington, D. C., October 1, 1913.

TO HOUSEWIVES IN THE HOMES OF THE OFFICIAL CROP CORRESPONDENTS.

LADIES: The Department of Agriculture is in receipt of a letter in which the writer said:

"The farm woman has been the most neglected factor in the rural problem and she has been especially neglected by the National Department of Agriculture."

This letter was written not by a woman, but by a broad-minded man so thoroughly in touch with the agricultural and domestic needs of the country that his opinions have great weight.

The Department of Agriculture certainly wishes to render directly to the women of the United States the full aid and service which their important place in agricultural production warrants.

Because we believe that these women themselves are best fitted to tell the department how it can improve its service for them, I respectfully request that

you give careful thought to this matter. Then please communicate your ideas to me in the inclosed franked envelope.

Your answers may state your own personal views, or, even better, you may first discuss the question with your women neighbors, or in your church societies or women's organizations, and submit an answer representing the combined opinions of the women of your entire community. You are, of course, at liberty to criticize freely, but I would especially urge that you try to make your suggestions constructive ones that we can at once put into effect. All of your suggestions will be carefully read and considered by Government specialists. Many of them will be carried out at once; others as soon as the information sought can be gathered and the necessary machinery for its distribution made ready. Such suggestions as call for revision of existing laws or additional legislation will be referred to the proper committees of the Senate and the House of Representatives.

Answers to this inquiry should reach me not later than November 15, 1913. All answers should be written on only one side of the paper and should be as concise as it is possible to make them.

In order to serve the women of the country, the department from time to time will insert in the weekly issue of the News Letter to Official Crop Correspondents special paragraphs or special supplement pages of direct interest to women.

Respectfully,

D. F. HOUSTON, *Secretary.*

The replies began to arrive from the Eastern States during the second week in October, though the bulk of the answers reached Washington after November 1. Straggling replies came in up to Christmas, and in these were included a number of letters from farm women and other women who formerly lived on the farm, but are residing in cities, who had not been directly addressed, but who had learned of the inquiry from the public prints. In all 2,241 replies were received, and of these, 216 were either acknowledgments, statements that the writer could make no suggestions, or irrelevant replies that had no bearing on the general subject. The number of women directly represented, however, is much larger than the tally of the letters would indicate, as many writers transmitted opinions of their neighbors or of women's clubs, granges, or church organizations. The letters received were in all forms—carefully typewritten statements, notes scribbled on the back or margin of the Secretary's letter, or painstakingly written on scraps of wrapping paper. Not a few wrote on the margin of the Secretary's letter that no blank for answer had been inclosed, and this in connection with the make-shift note paper of others seems to indicate that on some farms, at least, the ordinary conveniences for correspondence are regarded as luxuries.

In a number of cases the letters were signed by men who wrote either on their own initiative or recorded their wives' views. The pleasant feature of the replies from men was that the vast majority of them seemed to recognize that the women on the farms do not always receive their full due, and that improvements are needed to free them from unnecessary drudgery and to make their lives happier, less lonely, and more endurable. Letters from men expressing selfish or narrow views of the rural woman's place, or resenting the department's endeavor to serve them, were entirely exceptional. Wherever the writer is a man that fact is indicated in connection with any excerpts from the letters which appear on subsequent pages. Extracts not so marked are from letters written by women.

All letters containing definite suggestions, criticisms, or statements of conditions calling for improvement were carefully read. The matters discussed were then grouped under 100 heads, and each

sentence or paragraph in each letter bearing on a special head was copied and collated under that heading. In this way a single sentence containing an idea, even though buried in a long and otherwise irrelevant letter, was noted and given its full weight in compiling and classifying suggestions.

Because of the interesting human note found in many of the letters, the editors determined to let the writers tell their own story by publishing verbatim extracts from many of the letters, rather than attempting to make a statistical summary of their contents.

Inasmuch as the geographical section and the State from which the suggestions come have an important bearing on the inquiry, the collators arbitrarily divided the United States into fairly equal quarters and arranged the replies by States in the northeast, southeast, northwest, and southwest fourths of the United States.

Many of the writers asked that their letters be treated confidentially, and for this reason all are published anonymously, with the omission in certain cases of specific allusions which would make possible the identification of the writer.

The only other editing that has been done has been to eliminate extracts from letters where several writers from the same State made the same recommendations in nearly identical language, without advancing additional reasons or new ideas, and to exclude suggestions in matters entirely beyond the province of this department.

The extracts from these letters published hereafter are to be taken merely as expressing the views of the various writers and their neighbors. Their publication in no way implies that the Department of Agriculture indorses their views or suggestions or is responsible for their statements of local conditions. Many of the letters clearly are discussions or descriptions of conditions peculiar to special farms or neighborhoods, rather than applicable throughout the State or district.

In the study of the replies, it quickly became apparent that many women were wholly unaware of publications of the department or the activities of its different bureaus dealing with the very points recommended for consideration. For this reason lists of the department's publications of interest to women, and of other bulletins dealing with subjects discussed by the writers, have been published as appendices. For similar reasons, publications of other Federal departments having a bearing on the problems discussed by the women have been indicated in footnotes or in lists in the appendices.¹ These lists do not include many publications of interest to women and dealing with their work issued by the different State agricultural colleges, many of which stand ready to supply women of their own States with valuable publications and to answer their questions bearing on rural life and home industry.

¹ The United States Bureau of Education, Washington, D. C., will supply publications and information to rural women interested in improving the schools of their communities. The Home Education Division of this bureau provides special plans and outlines for the organization and work of women's study clubs and for parents' and children's reading circles. The Children's Bureau issues publications and will give advice on the care and rearing of children. The Office of Indian Affairs has published a number of bulletins on household activities. The Public Health Service has made available a number of publications dealing with health, preventive medicine, and rural sanitation. The Reclamation Service maintains an office designed to cooperate with women on the reclamation projects. The National Red Cross will give information as to rural nursing and allied subjects. (See Appendices A, C, E, and F.)

In addition the manuscript of the report was submitted to the heads of all bureaus in this department, with the request that they indicate in footnotes or in the appendices available publications meeting the requests for information or supply concise statements of projects or work under way in the fields in which the various writers seek assistance. The different bureaus also have been requested to consider carefully the suggestions of the women, and, where feasible, to develop projects for meeting such of these requests as fall within the province of the department and which it would seem advantageous for the department to investigate or meet.

Advance copies of the report similarly will be referred to the chairmen of the various legislative committees of the Congress for such action as they deem the suggestions which require legislation merit.

SCOPE OF THE REPORTS.

The present report deals only with letters which discuss the educational needs of farm women. Under these headings are included references to the education of children, child labor, school courses in agriculture, adult education, requests for demonstrations and traveling schools for women, experiment centers, mothers' clubs, and instruction through publications. Earlier reports have dealt with the social, labor, and domestic needs of farm women and a future one will deal with their economic needs as indicated by the writers of the different sections.

EDUCATION OF CHILDREN.

BETTER SCHOOLS—CHEAPER BOOKS—TRANSPORTATION OF CHILDREN TO AND FROM SCHOOL.

The question of vocational training is only one part of the whole question of rural education to which correspondents give a great deal of attention. In the letters which deal with this topic—letters from practically every State in the Union—a wide divergence of opinion exists in regard to the advisability of consolidation of rural schools. Many appreciate, of course, the obvious advantage of the consolidated school—better instruction, better equipment, more careful grading; others see in consolidation certain disadvantages to themselves and their communities. Several writers urge that vacations in country schools be arranged with reference to farm activities so that children can work at home during the busy season without interrupting their studies.¹

The long journey to the central school is a common cause of complaint. The children, it is said, are sometimes two and a half to three hours on the road to school and as long in returning. In rigorous winter weather the exposure is severe for the younger ones, and others declare that they are often thoroughly chilled and exhausted. School wagons are, of course, provided for their transportation, but there are objections to these. One Vermont woman complains of the unsupervised conversation her children must hear in the wagon. Again, there is an evident reluctance on the part of parents to see their children exposed to what they consider the pernicious atmosphere of towns.

Still another objection to the consolidated school is the need many correspondents express for the rural school as a community center. "The little old red schoolhouse" is evidently dearer to many than advanced theories of education.²

NORTHEASTERN QUARTER.

NEW HAMPSHIRE.

"Give us better schools that shall not educate away from the farms."

VERMONT.

"Some of us feel that our children should have better advantages than they are getting. For instance, why should not my little girl and boy have an opportunity to learn to sing correctly, to draw, to hear good music, see good pictures—yes, even hear a good sermon?"

¹ The Department of Agriculture and the State agricultural colleges have been investigating the home-credit plan under which boys and girls gain school credits for home work done on the farm and in the home. Such information as is available is disseminated by correspondence.

² Farmers' Bulletin 134: "Tree Planting on Rural School Grounds." Farmers' Bulletin 218: "The School Garden." Farmers' Bulletin 423: "Forest Nurseries for Schools." Farmers' Bulletin 428: "Testing Farm Seeds in the Home and in the Rural School." Department Bulletin 132: "Correlating Agriculture with the Public School Subjects in the Southern States." See Appendix E, "Daily Meals for School Children."

While the study of rural-school systems and their improvement is rightly the task of other departments or bureaus, there are important ways in which organized activity among farmers may assist in school betterment. To arouse this organized interest is a line of work which has recently been undertaken by the Office of Markets and Rural Organization in its rural social and educational projects.

"Then there is the school question. The towns think the consolidated schools the best, and insist on carrying the scholars sometimes a distance of 6 or 8 miles; when the weather is 24° below, as it often is during the winter here in this part of the country, little ones 6 or 7 years of age, with inadequate clothing perhaps, are nearly frozen when they arrive at their destination, having been from 2 to 2½ hours on the road, only getting warm in time to come home again. How can any child learn in that half drowsy condition? No wonder the mother thinks farming is the worst thing her husband can do, when her children get home at 6 or 7 o'clock half frozen and too tired to eat, as I have had mine many a time. Does any mother, even when it is warm weather, want her children to hear the filthy talk some (there is always some) of the older ones will talk during the two or three hours' ride?"

"I have urged every club to try and interest the women in the rural districts to meet and study the problems of home, school, and neighborhood life. We may have to solve the question through the school children. There are 1,600 one-room rural schools in Vermont. Mothers are always interested through their children. The more we study the problem in this State, the brightest outlook is working for the betterment of the rural school and using the schoolhouse for social-center work."

MASSACHUSETTS.

"There should be radical changes in the public school system; more variety and less pushing. At present the schools crowd the scholars to keep up with the best. This brings another burden upon the 'farm women'—and they teach very little practical science."

"The school question is a very important problem; but the experiments of consolidation of school districts have been so satisfactory in most cases I have looked into, I feel in time country school elimination will be effected. The little red schoolhouse, with its high-school or grammar-school girl experimenting with country children, is getting to be a thing of the past in many States, and better trained and better paid teachers will in time help out this problem. It is a wonder to me the fathers and mothers of children in country schools don't rise in a body and demand better service. Twenty-four children, 6 hours a day, 38 recitations a day, 1, 2, or 5 in a class, and 5 grades to teach in a day; and the State has the impudence to offer anyone the sum of \$8 a week for such a job."

"The only disadvantage of farm life to me is the distance from school, necessitating transportation, and an unsupervised nooning with 16 or more children of both sexes, at the adolescent age, eating a cold dinner. Country children, especially girls, have many temptations offered them which they would not encounter if they could be at home at noon."

"The law to have pupils in school every day until they are 16 years of age is a great help to women, as often fathers would insist upon children doing farm work while the mother realized the importance of the child attending school."

RHODE ISLAND.

"Additional legislation whereby the educational authorities of a State can oblige a town to have proper buildings and facilities for its children who are of school age, or else be obliged to assist a town in obtaining such facilities. Additional legislation whereby men of families, of foreign birth, who are not taxpayers, shall pay a school tax."

NEW YORK.

"Furnish suitable transportation for school children. We are 2 miles from school. There are nine children in our neighborhood. They either have to walk or be carried back and forth by their parents. It is too far for small children to walk comfortably and they are often chilled and made ill by riding in the common conveyances such as farmers use. Moreover, it makes serious demands upon the time of the farmer or his wife to make two trips a day to town to carry the children back and forth. These conditions usually result in keeping the children at home until they are about two years behind their grade and causing them to appear backward and awkward. They are also two years later in finishing their school work and so lose two years of valuable time at the beginning of their business career. Why should children be handicapped because they happen to live out from the village? Intro-

duce manual-training features into the higher grades of country schools, i. e., village or union schools."¹

A man: "Improve the school system by teaching practical things in the schools and less Latin, etc. Combine the small rural district schools into larger and better schools. Provide one or more educational entertainments during each school year, in connection with the school, for children and parents."²

A man: "The education and environment of childhood are most important. We can scarce hope to change the undesirable influence of the home which is forced upon some children, but might not their school training teach them to so conserve the powers of nature as to develop a more perfect manhood and womanhood? Health is the normal state, yet how few have perfect health. I do not pretend to say how a change for the better can be brought about. There are wiser heads than mine to do this work, and I am sure it must and will be done. The teacher's work is most difficult; the little red schoolhouse must go."

OHIO.

(Resolutions of Antwerp Farmers' Institute) "*Resolved:* That we do not believe that rural education is a failure, or our rural teachers incompetent and disloyal to their school work. But we do believe that our schools have suffered, rather from inadequate State laws and State school officials without power and authority. If the State will give us the privilege of voting for a State school commissioner with the final word of authority and a local board of our home selection, we will undertake to manage our schools without any outside supervision, because we have a more vital interest. It is our own boys and girls; please remember that."

PENNSYLVANIA.

"Women should have more to say about the schools. Politics seem to have full control here. The directors are elected without a thought of their competence and they then hold office for years. I taught three years in this township and never had a director visit my school. Yet if we mothers speak to these directors about the schools they look at us as if we had no right to speak. We have poor teachers, for the better ones must be in the cities."

A man: "Forty years ago the little red schoolhouses in the rural districts turned out, under the old system of education, girls and boys at the age of 18 to 21 years, that not only had a good common-school education, but a practical one also. Girls and boys then were a help to their parents, while they were growing up, and also a help to them after they became of age, because they stayed on the farm until they were ready to get married and do for themselves, and 19 out of 20 of them farmed for a living. Nearly all of these little red schoolhouses are still in use. Rural districts have built and are still building high schools. We have now what is called the improved system of education. It turns out girls and boys at the age of 18 and 21 years that are spoiled for any kind of manual labor. Girls and boys these days are a burden to their parents. As soon as these girls and boys leave high school they go to the city and hunt for a snap."

INDIANA.

A man: "Cease the agitation for consolidation of the rural schools and churches with those of the towns, thus leaving the district schoolhouses as a place for social centers for the people of each neighborhood and the places set apart for religious worship within easy reach of all the people in the rural communities."

"We would like to see 'the formation of good character the supreme aim of education; for without moral integrity intellectual culture is of doubtful value.' Also the schools should aid in the physical development of the child. Oftentimes an educated child is a physical wreck; then, of how little value is the education. I know our schools have a gigantic task of training the minds of our children, but perhaps the task would be an easier one were not morals and health so utterly ignored as they are in some schools."

¹ *Yearbook Separate 607: "Agriculture in Public High Schools." Price, 10 cents. *O. E. S. Bulletin 232: "Consolidated Rural Schools and Organization of a County System." Price, 15 cents. *O. E. S. Cir. 84: "Education for Country Life." Price, 5 cents.

² *O. E. S. Doc. 1389: "Progress in Agricultural Education, 1910," pp. 374-378. Price, 10 cents. See also Appendix E.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

"Our second plea is for purity to be taught not only in the homes but in the rural schools. Where it is taught in the homes there is enough neglect in the school training to offset home training. Let there be better arrangement and care of toilet rooms, and require teachers to give more care to same. There are schools where there is positively no privacy possible in these buildings."

ILLINOIS.

"I would say to work for centralized schools."

"More township high schools to raise the standard of education in rural districts."

"To put the school system under the civil service and increase the standards of the public school teacher."

"We also need a national law providing a free high-school education. Illinois has a law which makes it optional whether they pay the tuition of children attending a high school from their district. Therefore, many of the children have no benefit of the law. And more than all else we desire that God's word may again be read in our schools."

A man: "The present system of supplying schoolbooks to the patrons of schools is, I think, wrong. Let the school boards buy them, and under the supervision of men of good judgment and the best of authority on such subjects. Then the people will be relieved of the burden of paying two or three prices for their books and supplies and the change of the country teacher will not necessitate the complete change in the use of supplies. It seems to me that publishers are selling vast amounts of schoolbooks and supplies at (seemingly) exorbitant prices to the patrons of our schools, because the laws, which I think are good and very efficient when properly enforced, require all parents alike to see to it that all their children under 16 years of age are kept in school a reasonable amount of the time at least while the same is in session, or give a good and satisfactory reason why such has not been the case. When you come to think of it, it sounds about as reasonable to require these parents to go to some dealer in fuel and buy two or three hundred pounds of coal for each child he is sending and dump it into the public-school bin. But no; the school board can buy it by the large quantities for much less money than the private individual can do it for. So why not let the same be done with the books and stationery, as all the expense after all must be borne by the people in each community, and thus having it done by competent persons at a great saving to all the people."

A man: "The department might well induce the 'theoretical professors' who manufacture the 'course of study' for our common schools to drop useless matters for useful, practical, every-day business that will prove invaluable to these poor people. There is a whole lot that might be said and written on this subject."

A man: "Elect none but mothers for school officers."

MICHIGAN.

"What influence the department may exert to hasten the adoption of centralized rural schools whose courses of study shall include all grades up from kindergarten to and completing high-school work."

WISCONSIN.

"Then we would like larger school grounds and no barb-wire fences around them (the average school yard is 1 acre). With schoolhouse, woodshed, well, and out-buildings on that acre it leaves only a small space for playground."¹

"In order to look at things right we must have education, and how can we get it if the law allows 8 months' school with 45 to 50 scholars enrolled? The teacher has but little time to give to each. A year ago a friend and I attended school meeting. On arriving there one of the leaders went home. He knew we would get 9 months. His going home made one less for his side; but this year they turned out one and all and voted 8 months in again. One old fellow remarked: 'If we educate our children, who is going to do the work?' A school with 45 or 50 scholars enrolled should not have less than 9 months' school, in my opinion."

¹ See Appendix E, "Play and Recreation in Rural Communities," and "Social Plays, Games."

MINNESOTA.

A man: "The State says to her: 'I will take and bring up your girl till she is 16,' and meanwhile the mother has to wash and iron for her while she goes to school, and when she finishes school she is going to be a teacher or else going to work in an office, as housework don't pay, as she is taught that an education is to be had to get on in the world and to make money, and as the young girl goes out from the school with such an impression on her mind, no wonder that housework is now too simple for her, and where we will land takes a prophet to tell. I will make a few suggestions: Better schools, larger school buildings so as to grade the schools, and give the girls an education at home."

"A parting thought how the farm woman's lot could be improved is for the Government to establish rural schools to enable our sons and daughters to receive a better education without sending them to some distant city, and by so doing deprive mothers of their company morning, evening, and Saturday. After these children finish school in the cities and return home many times they bring ideas that are not at all helpful to mother. If the Government could establish rural schools and transportation along the same line that the rural free delivery of mail was established, it would be a long step toward helping the overworked mother."

IOWA.

"Give special privileges and inducements in education to the girls. See that they are not neglected in this all-important matter. Many of the farmers' wives have very poor common-school education. It is a prevailing sentiment that girls need no education further than to read and write, unless they want to be teachers, and thus they are kept in ignorance and are a shame to our enterprising Nation."

"We are thankful for what the legislators are trying to do to better our rural schools. Is not our main product the boys and girls that are to make the clean, sweet, strong manhood and womanhood of the coming generation? We are urged to educate and we spare no pains, labor, or expense to do so, but find in too many cases that the professions and business careers claim our bairns and we are left to the mercy of hired help. I came to Iowa 60 years ago in swaddling clothes. Through childhood, girlhood, and womanhood I have been part of the country life of our fair State. Many of our parents were foreign born and bred, but they worked together for the State and the welfare of the young Hawkeyes. If the mothers worked hard, they lived long and complained less than farm wives do of late. Perhaps the 'Down East' school teachers that came to us worked under difficulties, but they got results. I am still proud of the old boys and girls that graduated from the 'Little Brick' when I did. We had no examinations, got no diplomas, but we could read understandingly, write legibly, spell all the words that we knew how to use and (because we liked it best) had more mathematics than the bairns get now in the high school. Our township has six schools and but one small village. For 45 years I have dreamed and talked of a township school that would fit in between these and the State schools. It would benefit many more than the late 'free-tuition law.'"

"The worst thing against country women on farms is a few self-styled educators concentrating country schools. Every country district wants a good school where mechanical and culinary arts and all grades are taught and where the people can meet to discuss all questions in school district."

"From 6 to 10 schools in every township and from 1 to 10 pupils in attendance, with a teacher just 18 years old and graduated from some town high school, who gets so homesick from Monday until Friday for town life—such a teacher can not enthuse for country life or agriculture. The country school directors all think a town teacher more to be desired, as possessing one qualification, necessity of earning a living, and the girls and boys on farms can earn theirs by farm work."

MISSOURI.

"There should be a law passed providing for community schools, so many districts forming a community. With the energy thus directed at one place we could have an eight-grade school and a teacher for each grade, and our children would thus have as good an opportunity for an education as the child in town. The State should give more money to the country districts for this purpose. The apportionment should not be based entirely upon the amount of taxes raised in the districts, but upon the needs of the community. Provision should also be made for getting the children to school in bad weather."

"The object of the regular or common school education of the masses of the children should not be to fit them to be eligible to enter professional or scientific schools. The object should be to give them a good practical, usable education, an education that will enable the average person to become a more useful and better member of society. This can be accomplished by giving the people easier money and by teaching them the practicable and usable things necessary to enable them to become responsible members of society. Instead of teaching the higher branches of learning, such as Latin, German, higher mathematics, etc., in the common and high schools, they should begin early and teach agriculture and industrial sciences, political economy, domestic science, home economy, and practical citizenship. Then the graduate from high school would be a full-fledged American citizen, able to hoe his own row and establish a home of his own and make his own living. Graduation then would mean something. It would give knowledge of political, home, social, and industrial conditions. It would start the minds to thinking and finding remedies for bad conditions."

SOUTHEASTERN QUARTER.

MARYLAND.

"Specialists on home training and home farming could be engaged to visit these little schoolhouses and give practical lectures once a week."

VIRGINIA.

A man: "We need better-educated rural teachers, as the blind can not lead the blind."¹

A man: "The facilities of school education are not as good in the rural districts of our mountain section of country as they are in the cities and towns of the same section of country. We have nothing but district schools in our rural section, and some of them taught by emergency teachers that have no certificate of examination. Our rural girls do not have educational advantages that the city and town girls have. The farmer's wife does not compare favorably (as a rule) with the lawyer's wife or the doctor's wife or the merchant's wife or the manufacturer's wife, or even the mechanic's wife. We regret to think this is the case, but we honestly and sincerely believe it is a fact."

A man: "In one township I found 32 children of school age who had never been in school or Sunday school. We need compulsory education and a helping hand to encourage them and financial aid to enable them to attend school."

"Compulsory education with domestic-science courses in the rural schools will be of the greatest benefit to the future rural woman, I think."

NORTH CAROLINA.

"Our nearest school is 4 miles over bad roads and others are farther off than we are. Our county board of education has been appealed to in vain. In our county the authorities are daft on three to six teacher schools from 8 to 10 miles apart, only in villages or thickly settled sections, leaving the thinly settled communities entirely without school facilities, but always including them in some special-tax district. Consequently numbers of families must move to less desirable farms or allow their children to grow up in ignorance, or pay all school-tax assessments and bear the additional expense of private schools. This is what we are unwilling as well as unable to do. Many are leaving desirable farms, unwillingly, for factory life in order to get their children in the village school. The women in the rural districts will appreciate schools and good roads more than anything else that could be done for them."

SOUTH CAROLINA.

A man: "Our Southern farmers seem to think more of a pair of mules, say, \$600, than to spend that \$600 on educating a promising boy. And alas; the mother seems to want her daughter to marry the rich uncultivated fellow rather than the cultivated poor boy. Alas; again our circumstances seem to favor the former in making a living for a family. It is indeed a problem, but one we must set about solving."

¹*O. E. S. Cir. 73: "Country Life Education." Price, 5 cents. *O. E. S. Cir. 90: "Normal School Instruction in Agriculture." Price, 5 cents. *O. E. S. Cir. 118: "The Work of the Agricultural Colleges in Training Teachers of Agriculture for Secondary Schools." Price, 5 cents. *Department Bul. 7: "Agricultural Training Courses for Employed Teachers." Price, 5 cents.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

GEORGIA.

A man: "I think we need compulsory education for children in the country so all the children should get an education, but until the farmers of the South quit planting so much cotton, the children will grow up in ignorance. They can not spare them from the cotton fields. So the good women are compelled to see their offspring grow up in ignorance."

"Many of us have been denied an education, but we are trying to place our children where we ourselves would like to stand, so need all the help we can get."

FLORIDA.

"The lack of satisfactory educational facilities for her children is a great grief to the farmer's wife; and we believe if the Government would cooperate with the States they could standardize the schools so the country would have as good teachers as the cities."

WEST VIRGINIA.

"We need better school buildings and a better way to get water. Drinking water is not as it should be in most country schools. Give us better agricultural training in our public schools."¹

"Improvement of the rural school and enlargement of its scope: (a) more competent teachers; (b) better buildings with modern heating system, abundance of light and adequate ventilation; (c) teaching of domestic science in rural schools; (d) the use of the rural school as a social center."

KENTUCKY.

"The rural school would help us. It would keep the children at home to help us do the farm work or do chores. As it is we have to send them away from home to school after they enter the fourth grade, pay their board and risk their being in bad company, and know nothing of their improvement from one month to another."

TENNESSEE.

"We should have better-educated teachers and in every country public school should be a more thorough course in agriculture than we have ever had. Vocal music should be taught in all the schools, and also the water supply should be looked after and known to be healthful and convenient."

ALABAMA.

"The farmer's child can not attend a six or nine months' school straight through, as they must go to work in March and again in September or October, and many lose interest when stopped to work on the crops and can not see the necessity of schooling. Our home school opens in September and continues about nine months, thus barring the child of the farmer from any schooling at all, you might say. What we want is a school run so that our children will get the advantage of it. At present in the school-room you will find about two dozen, while in late winter there will be found 150, and in summer this same 150 could be found if we but had a school."

"There doesn't seem to be much chance to reach the present generation, except so far as they may be reached through their children. However, one thing that would mend matters, I believe, would be to engage only such teachers for the rural schools as are in love with rural life, not city-raised teachers.¹ Still they should be well educated, of high moral character, and of strong individuality, so as to make an impression on all the parents, as well as on the children. They may then be able to inspire the parents by organizing clubs to discuss home problems and later lead them to see the value of education and institute a course of reading, gradually leading up to higher and better things for themselves and their children. I think, though, that we must have compulsory education before we can accomplish a great deal for rural communities. Not being educated themselves, the parents do not see the need of an education for their children. In our community more than half the children are not in school though we have an eight-months' free term in progress now."

¹ Department Bul. 132: "Correlation of Agriculture with Public School Branches."

MISSISSIPPI.

"The best remedy for the neglected 'rural woman' is education, and if the Government would spend less on armies, navies, and pensions, and more for the rural schools and communities, the farm woman would be very much benefited, we think."

ARKANSAS.

"We have only three months' school here, and that is July, August, and a part of September, just when children can not learn for the heat. These people positively believe the world is flat and has four corners. One of the natives told me he had to go to Kansas to school for a while. When he came back he applied to teach school. He said the school director came to him and asked him if he was going to teach the world was round. He said he told him there was a flat and a round system, and he would teach either one, and to get the school he taught the flat system."

LOUISIANA.

A man: "We would recommend either the betterment of the rural schools or the installment of a wagonette to take the children to town schools so that they would have the advantages of the graded schools."

NORTHWESTERN QUARTER.

NORTH DAKOTA.

"The help we need the most is to my mind that you make it possible for us to keep our children at home. Give us schools in the country that will give our children a fairly good education in their own neighborhood instead of compelling us to send them to the large cities where their heads are filled with foolish notions, and the desire for farm work driven entirely out of their heads, both boys and girls. We have poor schoolhouses with an inexperienced teacher taking care of seven grades in one room. Why not give us a chance to have our children educated properly with the love for farm and home unbroken?"

A man: "Centralized schools teaching agriculture and domestic science fitting the farm boys and girls for their future life instead of the present day curriculums with their tendency to send boys and girls to town where they often are no help but a burden and outside of home influence they often go astray. The central school will also serve as a social center where the entire community will meet to discuss affairs of mutual interest. Science, art, and invention have made rapid strides during the last few decades, but rural schools for the most part remain poorly equipped, poorly attended, worse taught than they were 50 years ago."

SOUTH DAKOTA.

"Most of our district schools are in such a condition that many a farm woman dreads to start her little ones off in the morning to stay all day in such a place, and it seems to me that all farmers in this locality are well enough off financially to afford better schoolrooms than we have at present. But a board was elected years ago and reelected each time—all old settlers with old, fixed ideas that 'Well, it was good enough for me' and no progressive thoughts, only of the cost; and there we have the school yet, ill ventilated, a huge stove large enough to heat a depot in an 18 by 20 room, the children nearly roasted, poor blackboards, and not enough at that; no desk for the overworked teacher, with her face burned by the stove and her feet freezing because the wall supporting the building has great holes to let the cold winds in underneath. Such a condition you would hardly think possible at this day and age and is another reason why we farm women would like to see central schools or at least progressive people on our school boards so we could have the schoolroom comfortable and pleasant to send the children to."

NEBRASKA.

"Tell us how to begin preparations for the uniting of the work of the city and rural schools."

"I think schools should be closer together, so little children would not have so far to go, as schools here are $4\frac{1}{2}$ to 5 miles from some of them, and they can't get there. People are moving from here to send their little ones to school."

"The combining the rural schools and having a graded school in every township with two or more teachers who are ambitious to mix with patrons and work together for betterment of the community. There are usually enough young people in every community to get up entertainments that would furnish amusement and good social times, besides being instructive. They need leaders and managers."

KANSAS.

"To do anything for the farm woman, ignorance, indolence, and indifference will be to contend with. I can see no better way than compulsory education taking in high school and manual training, with domestic science for both sexes. A trained hand and mind will find a way out of difficulties where an untrained one would despair."

"The union school which has been advocated so much is in reality of no benefit to the smaller children—those in the first six grades of the common school. It is a hardship, to say the least, for a child from 6 to 12 years of age in cold weather to be ready by 7.30 o'clock in the morning to go to school, walk perhaps a mile or two getting warm, and then stand on the road, exposed to all kinds of weather, waiting for the kid wagon to come, then ride from 2 to 5 miles in the wagon with a dozen or more other children, some of whom may not be in good health. Free high school for every child that has received a county diploma."

"I know of no other one thing which causes as many mothers to say, 'We will leave the farm' as the fact that home is not home without our children, and when we are obliged to send them to the city in order to get them into high school we will leave the farm and go to town to educate our children. Hence another farm to fall into the hands of the renters. My suggestion would be that there be a consolidating of rural districts, not only having graded schools to be located uniformly throughout the country. I believe if such school facilities were now in vogue the country home would be occupied by a more thrifty class of people, therefore kept up in better condition and in many ways beautified, hence more attractive and pleasant for the farm woman."

"We hope you can help us to consolidate schools and plan them under a commission of experts in school efficiency and community education. Through this commission we could arrange clubs, social unions, social, instructive, and educational entertainments. We ought not to be compelled to go to town for doubtful amusements, but, rousing the civic pride of the community, have the best at home."¹

"I would suggest that some action be taken having for its motive the introduction of more systematic methods in the farm kitchen. When women learn to apply business and system in the kitchen, it will then be as easy to keep help in the kitchen as in the office or factory or department store. Much of this knowledge will have to come through the training received by our girls in the public schools. Teach the growing boys that the farm kitchen is as vital a factor in the success of the farm as is the field, and that it should be as well equipped, conveniently arranged, and as carefully managed in order to get the right kind of results. Let the department try to create and develop a sentiment in our public schools for the teaching of fewer dead languages and higher mathematics and for the teaching of more chemistry, botany, physiology, sex hygiene, and the laws of heredity. What countless misery could be saved the world if our boys and girls could be made to realize that they can not grow figs of thistles, and that each seed will produce its kind in the animal and spiritual kingdoms as well as in the vegetable kingdoms."

"Bulletins on consolidated schools would add much, as most people on the farm do not understand the advantages of a consolidated school, and consequently are opposed to them."

"When I was a boy in school, a visitor would come and would be invited to give a talk. He would advise us to aspire for something high and noble—to be a doctor or lawyer, or merchant or banker, or President of the United States—but the successful farmer was never mentioned. I believe in teaching the idea of owning a home—

¹*O. E. S. Cir. 99: "Farmers' Institutes for Young People." Price, 5 cents. *O. E. S. Bul. 238, pp. 8-22: "Special and Separate Institutes for Young People." Price, 10 cents. *O. E. S. Bul. 251, pp. 15-22: "Boys' and Girls' Institutes." Price, 10 cents. *O. E. S. Bul. 255, pp. 70-72, 75-77: "Organizing and Maintaining Institutes for Young People and for Women." Price, 10 cents.

*Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

teaching it in the schools. Have it in the textbooks that by economy, and no other way, can it be accomplished, and that farming is one of the best and most noble of pursuits, most safe investment, most paying, most satisfactory life."

MONTANA.

"The country schools are in a very bad state. The schoolhouses are too far apart; many children going 5 miles to school, making a ride of 10 miles every day. Some children are compelled to walk to school, their parents not being able to furnish horses for them. I think our schools should be under the direct management of the Government. Very few parents can afford to send their children to boarding schools, as the returns for their labor pay only their natural expenses."

A man: "The condition of the farm home could be helped a lot by starting in the kindergarten and educating the girls to be home makers and the boys to fulfill their part as providers. Coeducation is a mistake. Think of training a girl for anything and everything under heaven but the one greatest calling of all—the one nature intended her to follow, and the one she is very apt to take up later. Is it any wonder the farm home is not what it should be? That's one reason why I am a grouchy old bachelor, and it is one reason why girls 'go wrong,' and it's one reason why thousands of men who ought to be home builders, husbands, and fathers are hoboes, dead beats, tramps, worthless fellows waiting for what? Separate the girls from the boys. Teach the girls to be women and the boys to be men and a great big step toward right living will be taken."

WYOMING.

"How can we make the country school better serve the needs of country children? Many farmers send their sons and daughters to the city for educational advantages, but the tendency of the city schools is to train the pupils away from the farm instead of toward it. Yet the country child has the same right to culture and refinement as the city child. Tell us how to provide it without creating artificial wants and desires that only crowds and noise can satisfy."

COLORADO.

"What shall we do with our eighth-grade graduates? Most of us can not afford to send them to town to high school, and most of us would not, if we could, as it would take them from home influence. The agricultural colleges are open to the same objections. Our country schools are already in debt, a shame on our rich country, so our boys and girls must enter life only half prepared, by city standards."

"There is a great work to do in the schools and by the schools when they are redirected. Can not they so equip the young girls mentally that the next generation of farm women will see the way for the best possible all-around conditions—ideal farm homes—and secure them?"

IDAHO.

"We might have school wagons to bring children to school. In this unsettled country there is grave danger from wild animals and inclement weather."

"Standard by which farm women may judge their own school—the publication of a bulletin, or bulletins, giving information concerning rural-school management for the benefit of rural-school directors."¹

"Would not a system of education more particularly adapted to country schools help to remedy the evil? In place of the manual training and domestic science courses found in the city schools, would not brief outlines of the proper and easiest methods of performing the simple home duties, lighten the drudgery of the farm woman? To her falls, generally, the care of the house, yard, garden, dairy, with little in the way of machinery and with no help except her small children. She labors patiently on. Could not these same small children be taught methods that would lighten the work of the home, and at the same time prevent their making in the future the same mistakes their parents have made in household management?"

WASHINGTON.

"Teachers in the rural schools should be trained in agriculture and should teach agriculture to the children.² Correspondence courses, summer schools, and extension work of the various agricultural colleges, supplemented by the National Agricultural

¹ See Appendix E, Bureau of Education publications.

² See Appendix A.

Department in this respect, will provide means for extending agricultural information. The women and the girls need to study farming. They should be taught that it is something more than digging in dirt."

"The one thing that is of most interest to the farm women now is 'rural high school' and 'community center school.' If we could have our high schools located in the country so we could have our boys and girls at home after school hours, we could not only have their help but we would know that they were free from the temptations of our large cities. They could be taught agriculture better if they had the actual experience, as they could have if the schools were located in the country, while in the city schools it is all book learning."

A man: "In every township in the United States '6 miles square,' segregate 40 acres for a school farm—this for outside the cities. Then teach as follows: One day in each week move the entire school there, the pupils to do as follows: Boys clear, fence, drain, and cultivate the land, care for stock, etc. Each to have a plat of land and have what he produces. Girls to do all manner of housework, including making garments and house furnishings, and a plat of ground for each the same as the boys (of a lighter and more tasty nature). The pupils cut the firewood and prepare a meal there. No pupil should be exempted from these requirements."

"The school is so far away and the road so muddy—it is awful.¹ Could you not do something to help? The schoolbooks have so many stories that scare our little children and make them have bad dreams and we mothers have to get up in the night to take care of the frightened child. The children get very nervous. We believe the schoolbooks should be instruction books and should teach how things are made and for what, and why. That up to the fifth grade they should have only reading, writing, spelling, and arithmetic. After that, could add other studies, and they should only have such studies as they desire, or special course. As it is they have so many studies that they have to bring them home and they have no time to help at home, besides it is ruining their health and their eyes. The farmers' wives haven't any too much time without having to teach the children their lessons."

"My children suffer more than I do, on account of bad roads. Our school district is consolidated with ——. I have two children in high school at ——. My children walk 1 mile, then ride an hour in a slow-creeping wagon, consuming 1½ hours to school, making 3 hours on the road each day. I notice there is much improvement in the public school, better methods and useful studies. And there is room for much more improvement. The higher grades have no recess time, only noon hour. School is dismissed at 3.30. The children do not seem as healthy as when they went to school nearer home, where they had recess time and a playground. The space for outdoor play for the children is not one-fourth of what I think it ought to be. I think one whole square would not be too much, with teachers in among the children to keep order. These are the conditions where the school is situated in a town. Space is too valuable for playgrounds. Space is more precious than the health of the citizens of tomorrow. Last year one of my children got sick two weeks before end of the term—nervous breakdown."

"Fresh-air schoolhouses. Letters that cause no eye strain should be used in all books. Vocations as well as book learning should be taught in graded schools. Domestic science, manual training, painting, and music should be taught both girls and boys. High schools from 3 to 6 miles apart. Five to 40 acres of land for graded schools so agriculture may be taught by practice as well as by learning from books. Children wholly or partially deaf or blind should be compelled to attend a school suitable for their education, no limit to age. Orphan children should be cared for by the United States Government. Pupils should be taught to provide for old age. Pupils should receive moral, mental, and physical training. Economy should be taught. Geography and history should be taught to a certain extent by moving pictures. What a child sees is remembered."

"What we really need is first, good roads, next, graded schools in every town. Children are going to waste all over this country for the lack of good schools. Most of the country schools are hotbeds of immorality, and those parents who have learned wisdom have taken their children from the rural schools and are sending them to graded schools though many of them have to travel five or six miles over poor roads to

¹*Farmers' Institute Lecture 7: "Syllabus of Illustrated Lecture on Roads and Road Building." (Available only to those using lantern slides.) Price, 5 cents.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

attend; and those parents who can afford it rent a house in the town after harvest and the mother and children live there until spring. The children are bright, but there is nothing in school or home to rouse their ambition. The three R's should be taught, agriculture, physical geography, nature study, domestic science, and manual training.¹ There is too great a gulf now between the city and country, and this gulf should not be widened by teaching different courses in their schools, for there are many city children who would succeed in the country if properly educated for it in school, and all country-born children can not possibly spend their lives in the country. As much as possible I think, from my own experience and that of my children, that in the high school, and perhaps in the eighth grade of the grammar school, the studies should be elective. Too many children lose interest and drop out before entering the high school because their studies do not appeal to them. When children attend advanced schools they gradually improve their home surroundings. The parents become interested in their children's progress, and better books and reading matter in connection with their studies appear. As the girls become more refined, their mothers reflect their refinement and eventually the heavier, coarser work is left to those whose strength and mode of dress make them more fitted for it, for girls scientifically trained along domestic lines will never become household drudges like their mothers."

OREGON.

"What they want first is to give their children a good education. Teach them to be saving. Teach the girls how to cook, to sew, etc.—less fine dress and music—so when the girls get grown they will know how to go ahead. Teach them how to make a garden—lots of things for them, and the boys the same way. Ladies have plenty of rights and plenty of laws but they don't carry them out. What the ladies of to-day should do is to teach their boys and girls how to work and not let them grow up in idleness.² I had to work hard all my life and had a poor chance to get an education, but I learned to cook and know how to sew, and to do my work on the farm right. The heads of families are a good deal to blame. They let their children go and roam around."

A man: "Improve the schools. Increase the districts to, say, at least 20 pupils and keep school 12 months in the year, including a week's vacation. Do away with about one-half of useless officers and let the school be run by only one director and clerk subject to discharge at any time, same as any other sensible business is run, and then the children are apt to get through the eighth grade at their thirteenth or fifteenth year, whereas the boys and girls go to school now until 18 to 20 years old and not 1 out of 20 will ever pass the eighth grade, having the law compelling six months' school. Everything is done to improve the schools (apparently) by installing extra supervisors, educating and annoying teachers and causing them extra expense; furnishing library books (which will be destroyed by mice during six months' vacation) and creating new districts—anything to cause expense—but the real point of making the youngsters learn is not thought of, except changing the books every three years, causing immense delays and trouble and expense. When the new term started with the new books in our district one family of eight children was unable to bear the expense and had to keep the children out. In another two children could not be supplied with books, as the stores run out, and are just loafing around school. Now, when school is kept 12 months instead of 6, the teachers can afford to teach for one-half price, and the farmers, instead of letting the child labor for six months in the year, will have a stout boy of 15 to work five or six years and you will get a supply of citizens that can read a newspaper and will be more apt to cast an intelligent vote."

SOUTHWESTERN QUARTER.

OKLAHOMA.

"More consolidated schools in the country, so our children will not have to be subjected to the evils of the cities; better teachers—those who are not merely drawing big salaries, but those 'who care.'"

"Not much more can be done in the way of illumination for the middle aged now; most problems must be worked out in the public schools, and they are so poor in the country; poor everywhere, for that matter, but that can not be helped. Parents ought to educate their own children, not leave it to the State. If they can not or will

¹ O. E. S. Bul. 160: "School Gardens." Price, 10 cents. *O. E. S. Bul. 204: "School Gardening and Nature Study in English Rural Schools and London." Price, 10 cents. *O. E. S. Bul. 252: "Some Types of Children's Garden Work." Price, 10 cents.

² See Appendices A, E, and F.

*Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

not, I suppose it is better for the State to do it than to have ignorant citizens. But the schools are poor. I know lots of them, and they are invariably taught by young women (mere girls even) who know nothing beyond what they themselves have got in the same schools. They probably spell correctly, speak acceptable English, and can work all the problems in their particular arithmetic; but what can they give in the way of inspiration or awakening?—they who never have been inspired or awakened.

"I wish I had something constructive to offer. The only thing I have been able to think of is this: Every year a flood of young college graduates is turned loose in the land. However much we may smile at them, they undoubtedly represent the best the country has to offer. They lack experience, but they are full of enthusiasm and courage and fine ideals. I wish one of them might be placed in every country neighborhood to teach the children, visit the women, and inspire by their own outlook upon life. The trouble is that country schools offer too little in the way of salary to attract such women. What work they do will have to be missionary work, or perhaps the Department of Agriculture can be of help here in having these salaries increased from other sources.

"A still better plan might be to send to some college or university the best student from each community. Give her the four years' tuition and board free on condition that she spend a certain number of years in the community from which she was sent teaching in the public schools. She would, of course, receive the usual remuneration for this teaching. It would not be necessary to send a girl to college every year. Every four or five years would be often enough. These plans may be wild. Perhaps they will suggest something better to you. But I am satisfied that what the average farm woman wants is something to make life beautiful to her, something that will make farm work appear in the light of future achievement rather than present drudgery. If she learns to take an interest in good music, books, pictures; if she can be filled with hope and enthusiasm, she will inquire into sanitation, chemistry of foods, methods of beautifying the home, etc."

CALIFORNIA.

"The modern school compels one to send to town where the school is graded, perhaps 2 or 3 miles away. This adds much to the strenuous life of a farmer's wife, and especially in the winter months when the days are short, to say nothing of the danger to the health of the children with perhaps wet clothing, as the school authorities make no provisions for a change room and drying arrangements. Again, the same authorities seem to consider the teacher, as they take three of the best months and with the longest days as their holidays. The winter months in California are the busiest on the farm—putting in the crops, pruning and spraying—thus calling for every bit of help available."

"The greatest thing I know for the department to attempt is the reorganization of rural education. The present status of rural education is a disgrace to our Nation. We mothers are more concerned about the things that affect our children than we are about other things. The boys and girls on the farms are being cheated by cheap school people. I recognize the fact that you have given great help in various ways to our boys and girls; but the school people are still asleep when rural needs are being discussed. If your department could cooperate with the Bureau of Education in putting a new kind of institute instructor in the field, one who can get teachers and farmers to see community interests are vital things in rural life, you could surely do a great deal for farm women."

CHILD LABOR.

SOUTHEASTERN QUARTER.

GEORGIA.

A man: "I think we need compulsory education for children in the country, so all the children could get an education; but until the farmers of the South quit planting so much cotton the children will grow up in ignorance. They can not spare them from the fields; so the good woman is compelled to see her offspring grow up in ignorance. I think this should be looked after. If some pastime could be afforded to the women and children on farms, more of them would stay on farms and more of the land would be cultivated by white labor instead of being butchered up by unreliable negro labor. So I think that the farm life could be made more attractive for the good women, and they will be more contented on farms, also the children, and there will be more reliable labor and both farmers and women better satisfied."

TENNESSEE.

"How few of the world's philosophers know that it is common for children 5 and 6 years of age to have little sacks fastened about their necks and go into the cotton fields and pick cotton as long as their little strength lasts. Talk about 'child labor' in factories! The factory children have Sunday clothes, eat candy, chew gum, and know Santa Claus, while these poor little cotton pickers often are barefooted and bareheaded. Our mails are burdened in behalf of our little brown brother, red, yellow, and black brother, but never a word for the pale-face blue-eyed babies brought up in the cotton fields; though something of the idea was born when one of our great philanthropists turned his eyes on sallow-faced children whose stomachs furnished homes for hookworms. After long and careful study I have decided that there is only one way that Uncle Sam could and should help us, and that is to legislate against the bulls and bears. In other words, protect the producer. As I live in a cotton region, my remarks are confined to cotton.¹ The price of cotton is as uncertain as the weather. At present we are glad and happy, for we are getting 14 cents for our cotton; but who knows what cotton will bring next week?" [Written in 1913.]

SCHOOL COURSES IN AGRICULTURE AND DOMESTIC SCIENCE.

Letters from all over the country dwell upon the importance of education in the common schools in agriculture and home economics. Under the present system, many writers say, the schools educate the young not for their life work but away from it. There is, it is said, in many sections no vocational training, nothing to make the pupil interested and content in his or her life upon the farm.²

In particular, the establishment of agricultural high schools in rural districts is very generally urged. These schools, the writers think, should be designed to receive pupils who have passed through the district schools and obtained in them the elements of a good education. At present the tendency is for those who wish further development to seek it in the cities and towns. Their training there, it is said, fits them only for business or the professions. They therefore lose interest in the farm and take the first opportunity to remain in the city. Rural high schools accessible to all country boys and girls and preparing them for a useful country life appeal to many as the remedy for this condition.

In these schools it is strongly urged that domestic science for girls play an important part. Girls who know nothing of housework, it is pointed out, naturally look down upon it as degrading drudgery. Their very inefficiency and ignorance make them contemptuous. They should learn the dignity of labor by being taught to labor rightly. They will thus obtain a better appreciation of the field that is open to the housewife and be more content to remain in it. Needlework, cooking, canning, bookkeeping—every branch of home management should be taught, it is said, as thoroughly and as practically as agriculture, and the students of each should be fitted to be self-supporting in much the same way.

The majority of those who offer suggestions on this subject favor the establishment of separate vocational schools, but there are also many who content themselves with urging such practical instruction in the ordinary district schools in place of the so-called "frills."

¹ Yearbook Separate 605: "Improved Methods of Handling and Marketing Cotton."

² Yearbook Separate 607: "Agriculture in Public High Schools." *Farmers' Bulletin 423: "Forest Nurseries for Schools." Price, 5 cents. Farmers' Bulletin 428: "Testing Farm Seeds in the Home and in the Rural School." Farmers' Bulletin 586: "Collection and Preservation of Plant Material for use in the Study of Agriculture." Farmers' Bulletin 606: "Collection and Preservation of Insects and other Material for use in the Study of Agriculture." Department Bulletin 132: "Correlating Agriculture with the Public School Subjects in the Southern States." See also Appendix A.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Agricultural Schools and Courses; Vocational Schools.

NORTHEASTERN QUARTER.

CONNECTICUT.

"Better schools are needed, especially better opportunities to educate children after they leave the district schools. We should have agricultural high schools conveniently located for the farm boys and girls, instead of sending them on the cars to the city high schools.¹ The method of transportation has proved very bad for their morals. They study only such studies as fit them for college or other lines of business. They are completely weaned from the country at the time when they are making decisions for their life work."

NEW YORK.

"I think it would be a good idea to have more about agriculture taught in the country schools."²

PENNSYLVANIA.

"To have in each county a course in soil cultivation, animal industry, and domestic science would center the interest of the child on the farm, if directed by one who is himself enthusiastic and who can get next to the hearts of the children.³ The domestic science course would help out many an overworked mother and create a greater interest in good housekeeping, which means good homekeeping. This would be given, not necessarily by a college graduate but by a woman who possesses the God-given faculty of gathering the girls to her heart as she works and talks with them."

"Many farmers' wives know little or nothing about seeding and planting time and give little thought to forestry.⁴ In my judgment we need to teach these subjects to our children and cut out some of the frills. The study of nature in every detail is a live awakening to the youthful mind."

INDIANA.

A man: "I would begin in the primary department of our schools. Teach the girls to farm as well as to cook and sew. Most of the States have agriculture taught to the boys. Include the girls."

"We would like to see the schools fitting the children for their life work instead of so often educating them away from it."

"The hardest problem the farmer's wife has to deal with is competent help. To my mind the solution will come with the proper education of the farmer's children. Vocational education is best calculated to help them to acquire proper ideas and methods of usefulness."

"It appears to me that the population on the farms is growing less and less each year. The girls and boys commence leaving home at about 14 years and but very few remain until 18 years old. The older country children used to go to school four months in the winter when the farm work was done, and they went to school until they were 21 or more. The children are now trained with the ideas of the city. They rush to get out early and then leave the country for city employments. It is necessary for city children to get through school early and seek employment. The

¹ *O. E. S. Bul. 242: "County Schools of Agriculture and Domestic Economy in Wisconsin." Price, 10 cents. *O. E. S. Bul. 220: "Secondary Agricultural Education in Alabama." Price, 10 cents. O. E. S. Bul. 250: "Arkansas State Agricultural Schools." (Includes instruction in home economics.) *O. E. S. Cir. 49: "Secondary Courses in Agriculture." Price, 5 cents. *O. E. S. Cir. 77 (revised): "A Secondary Course in Agronomy." Price, 5 cents. *O. E. S. Cir. 91: "Secondary Education in Agriculture in the United States." Price, 5 cents. *O. E. S. Cir. 100: "A Secondary Course in Animal Production." Price, 5 cents. *Experiment Station Record, 23, No. 3: "Agriculture as First Year Science." Price, 5 cents.

² *O. E. S. Bul. 186: "Exercises in Elementary Agriculture—Plant Production." Price, 10 cents. *O. E. S. Bul. 195: "Simple Exercises Illustrating Some Applications of Chemistry to Agriculture." Price, 5 cents. *O. E. S. Cir. 117: "A Working Erosion Model for Schools." Price, 5 cents. *O. E. S. Cir. 96: "How to Test Seed Corn in School." Price, 5 cents. *Farmers' Bul. 408: "School Exercises in Plant Production." Price, 5 cents. Farmers' Bul. 617: "School Lessons on Corn." Farmers' Bul. 638: "Exercises in Farm Mechanics for Agricultural High Schools."

³ See Appendix A.

⁴ See Appendix A, "Study of Plants and Trees."

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

country child generally has enough employment at home to learn to be useful, and does learn to be useful if its teachers have not poisoned its mind against manual labor. The teachers are guilty of doing this both in the country and the city."

MICHIGAN.

"A course of agriculture and home economics to be taught in our country schools, and make the rural schools so efficient and the course of study so complete in what the farm lad and lassie desire that the children of the farm will stay on the farm, where they are needed in the development of the rural communities."

A man: "Let the public schools teach agriculture and nature study and establish school gardens, parks, and playgrounds. The department could contribute to the libraries of such schools selected publications of the Bureau of Biological Survey and Entomology and the Forest Service. Aim to keep the young folks on the farm and interested in the work."¹

IOWA.

"I think that the only way there is for rural woman to get in contact with agricultural and domestic needs is for it to be taught in rural schools. Of course that will not help the passing generation but it would certainly help the coming generation. Will also say that agriculture should have a place on the program the same as any study in our rural schools, and should be classified as one of the studies that are to be taught daily."

SOUTHEASTERN QUARTER.

MARYLAND.

"The correction of our faulty system of public-school instruction which gives no vocational training."

VIRGINIA.

"One great need in rural sections, it seems to me, is more agricultural and industrial schools where theory shall be put into practice—schools where boys and girls may learn self-reliance and may be trained for efficient service."

GEORGIA.

"I beg that every girl that goes to public school be compelled to learn that she may be a widow or old maid, and may live on a farm, and she must learn when to plant, what kind of a plow to use, and everything common on a farm, as these things are important factors in her life, and without this knowledge she will be horribly imposed upon."

WEST VIRGINIA.

"Give us better schools—not finishing touches in the languages and higher classics, but give us some manual training schools."

MISSISSIPPI.

"I believe that improved education methods, especially industrial training, which ought to be accessible to every country girl and boy, will be the means of revolutionizing life on the farm, but of course this is looking forward a generation or two."

NORTHWESTERN QUARTER.

KANSAS.

A man: "The only thing I can see you can do by legislation is to recommend more manual training or vocational schools. Put into our schools some science of obligation, so the youth can imbibe some idea of moral obligation to his fellow beings. Let them grow up with the idea that no one has a right to be idle while the world is straining to keep alive; that they may be conscientious and cultivate endurance and not call it hardship. Put into our schools some study to help the youth from 10 to

¹ See Appendices for lists of publications on these topics.

18 to know how to appreciate his fellows and to outline duties of girls and women to boys and men and as companions; outline the obligations of both sexes and so educate them on duties and liberties."

"Provide township centralized schools graded as town high schools, leaving out the Latin course, and making room for vocational training for both sexes. (NOTE.—This was to help the tenant and poor farm owners who have not the means to send their children from home for schooling.)"

"Our children need more manual training work, engineering, mechanical training, cooking, sewing, and those things which will train the hand at the same time the brain is being trained."

IDAHO.

"When the rural schools can have the proper instructors and equipment for a thorough training in agriculture, the boy will have the home farm to put into practice the theories he learns in school, and the girl lighten her mother's labor by putting into practice her scientific training in domestic science."

SOUTHWESTERN QUARTER.

TEXAS.

A man: "Use and direct every effort to establish vocational and industrial schools to produce and prepare practically trained, efficient, patriotic citizens for rural home builders."

CALIFORNIA.

"I would make it (agriculture) a part of the school studies. A business that produces \$8,000,000,000 annually is worth consideration. This could under proper understanding be doubled; even more than that, and the proper education in marketing and getting close to the consumer would save the \$4,000,000,000 that is wasted through ignorance.

"We need organizations where farmers and women can get together; exchange ideas and plans along all lines of life. We need to understand farming is a science; that our Government does and has the right to expect much of us; that no other calling gives such opportunities for healthful living. We want our children taught this in the public schools; trained in agriculture and horticulture, taught how much brains it requires to be successful along this line of work. The first man God created he made a farmer. The first woman was a farmer's wife. They also had some trouble as to what she should wear. They left us a good example in that she set her own fashion and wore what met her needs."

Domestic Science Courses in Schools.

NORTHEASTERN QUARTER.

MASSACHUSETTS.

"The Weekly News Letter and the new Farmers' Bulletins are being favorably received and will surely gain attention from farming people. They may be made to bear valuable and practical messages. Some subjects suggested: Desirability and advantages to be gained by attending short courses offered for them by the agricultural colleges. It is the writer's observation that the farm women who come to these courses offered especially for farmers' wives and daughters come with minds open to receive new light and carry away many suggestions that improve their work and lives. However, too few know of such courses or appreciate the benefits offered."

NEW YORK.

"That domestic science be taught by a woman of experience (not a young girl) in the rural schools of the State, the number of pupils to be not less than 20 or over 300, one day in the week during school year, and where there are less than 20 pupils in any one school they should combine with other schools and the session be held alternately."

"The only thorough way of having the entire public benefit by the department's findings is, of course, to introduce courses on these subjects in the regular curriculum of the primary public schools. They are adequately treated in advanced grades of superior schools, of which but a small minority avails itself. The same matters, in appropriately simplified form, should be presented as early as possible in the primary grades, and progressively through all succeeding grades. Boys as well as girls need a proper knowledge of food values, for instance, and when presented to them beginning with the earliest years in school, the impression and benefit will be far more thorough than after pernicious habits have been established; and a knowledge of these matters is as essential as that of the three R's. Farm women, as also farm men, need more desire for information, and when children are given practical ideas in school subjects of domestic economy and hygiene, a corresponding interest will be awakened in the home to make use of such means for information as the department offers."

NEW JERSEY.

"I think the teaching of domestic science in the public schools will, by dignifying the work, help to provide workers in the future."

"Instruction in housework and needlework for girls in all public schools."¹

ILLINOIS.

"Establishment of domestic science schools, or at least supplying a competent teacher for farmers' institutes."

"Would suggest that the department send bulletins to every farmer's wife, also further teaching of household science in the rural schools, thereby educating the future farmer's wife."

MICHIGAN.

"Making the new school courses in domestic science more effective along the line of practical home economy and management."

WISCONSIN.

"Schools where our girls might learn things which would be useful to them in after years as wives and mothers."

"There should be schools of domestic science for training the hired girl, easy of access and very cheap tuition."

IOWA.

"Take domestic science up, in the colleges that are now, and start new ones for this alone. An agricultural college combined with a science of home life college would certainly help. Just do as much for the girls in domestic science as you have done for the boys in agriculture."

SOUTHEASTERN QUARTER.

NORTH CAROLINA.

"If domestic science in some, if not all, of its branches could be taught in all our schools, or at least in our high schools, it would, I think, be the surest way to help the women of the next generation to help themselves, but the available school funds are totally inadequate for such a task and very few schools have taken up this study."

"If free domestic schools could be established at every county seat, and the school conducted through two or three summer months, teaching the country girl how to do cooking, preserving, canning, and the proper method of handling milk and butter; how to make soap, and wash and iron, how to clean house, and how to cut, fit, and sew—another aid would be the free distribution of patterns for plain garments. The lack of patterns and of a general knowledge of sewing often causes many country women to buy shoddy ready-made garments which are very unsatisfactory both in comfort and material, as well as a great drain on the farmer's pocketbook."

¹ See Appendix E, Publications of the Office of Indian Affairs.

FLORIDA.

"The establishment of domestic science schools or classes where the girls and boys may be taught everything pertaining to housekeeping. How to properly prepare a meal to make it palatable and healthful; also sewing, knitting, darning of stockings, sewing on buttons; girls to cut and make their own clothes; the boys to mend shoes and sew on buttons, and mend harness, etc. One day should be set apart each month for this work and competent persons should be employed as instructors. An influence should be exerted over the public school officers of the rural districts to make the school a social center and give a talk on some practical subject. A lecture course is badly needed in the South to instruct the girls how to can fruit and work it up in different ways for table use, make good bread, kill and dress a fowl and make it ready for the table. Boys should be taught to use tools and keep all implements on farm in repair.¹ A training school should be established in every county at least, and every child should be required to attend a certain number of terms between the ages of 10 and 15."

WEST VIRGINIA.

"Our girls need to be freed from the bondage of ignorance and taught the dignity of labor. Give us schools of domestic science."

"There is one thing that seems to me to call for change in the education given our country schools, and that is that nowhere as far as I can learn, at any rate in the State of West Virginia, is there any provision for teaching needlework.² This seems to me to be one of the essentials in a woman's equipment, and more especially so in the country and among working women. Even in these days of cheap and well-made ready-made garments, a knowledge of plain needlework (and I may add knitting, also) is indispensable in my own experience and that of many others, and if the State does not supply this instruction, no one else will. In my own country, England, great stress is laid upon this branch of instruction and this progressive country can not afford to be behind the older countries in anything that makes for the proficiency of her working women."

MISSISSIPPI.

"In every county in our State where an agricultural high school is established let there be a home science department where the girls from the farm shall be taught all practical modern methods of home making, and institutes held one or twice each month to which the mothers are eligible and subjects freely discussed that will be of help to them. Educate these girls, the higher the better, but before 'ometries' and 'ologies' make of them practical accountants, that they may handle intelligently the different resources of the farm that come under their supervision."

"We have started in a halting way in our county an agricultural high school, in which every opportunity will be offered to boys to learn and practice new methods, and also by that practice to earn money enough to defray their expenses while they take the high-school course; i. e., every bit of the farm work of the institution is to be done by the boys. The institution counts on being self-supporting, and that is all right, just as it should be in an industrial school with governmental appropriation; but here is the rub: 'Domestic science' is also provided for and is a kind of by-play instead of practical application and useful demonstration. Please give your opinion as to the practicability of the following and refer me to institutions that may be running on these lines: Should not the teacher of domestic science initiate the girls and with them practically demonstrate the proof of her teaching by actually doing the household work of the institution? Is it not perfectly practical for the female students to do all the household work and carry on their studies just as the boys do? Is it not obligatory upon the faculty to arrange the classes so that this feature of the work may be carried out to the last iota? Is it admissible that persons over 21 enter these industrial schools? That being granted (we are going on that hypothesis) and the doors being opened to farmer's daughters, there will be no lack of sufficiently developed girls to do this work. Our rural schools stop at the eighth grade, and there our country girls must stop if they are not able to pay board, whereas if allowed to do the same kind of work they do at home numbers of them would gladly avail themselves of

¹ See Appendix E, "Farm and Home Mechanics; Some Things That Every Boy Should Know How to Do and Hence Should Learn to Do in School."

² See Appendix E, Publications of the Office of Indian Affairs.

this opportunity to advance their education by four higher grades. Should not the girls have equal chance with the boys? They are to be farm women. I would not limit them to indoor work, for in the South the working girls—for whom these schools are intended—do lots of outdoor work, as attending to cows, hogs, poultry, garden, yard, and countless other things. Some one will be paid to do these things. Why not give the girls whatever they can do? Would you please give me the benefit of your knowledge along this line?—for our school is going at a lame gait as to benefit of farmers' daughters."

ARKANSAS.

"We, the ladies of ——— County, do ask and petition that there be added to the agricultural schools everywhere, and especially to the migratory agricultural schools in contemplation for the rural districts, domestic science and domestic art departments for the country housekeepers, wives, and daughters.

NORTHWESTERN QUARTER.

IDAHO.

"A Government school or schools for instruction of young women, preparing them for domestic services on farms; possibly a system of schools involving supervision of the graduates of the schools after they have gone out to work, insuring their receiving proper treatment and inspecting their work."

SOUTHWESTERN QUARTER.

CALIFORNIA.

"There is nothing we need more (to my idea) than a school in domestic science for our young daughters. There has been promised a branch at the university farm, but it has never been realized."

"A rural school where agriculture, domestic science, and manual arts are taught."

STATE NOT GIVEN.

A man: "If I were king, I would have a law passed that would compel every girl to pass an examination in household economics before she would be allowed to work in a factory or store. Teach domestic science and home making in every school in the United States."

HOME EDUCATION AND REARING OF CHILDREN; INSTRUCTION IN ETHICS AND MORALS.

Women in all sections of the country, judging from their replies, feel keenly the lack of knowledge as to the best means of educating children at home when schools are not accessible, and as to ways of cooperating with teachers and supplementing the work of local schools. Many also have definite suggestions for the improvement of the curriculum of country schools, which will be found under a separate section.

The subject of home training of children is closely interrelated in the writers' minds with the subject of proper attention to the physical development of children through hygienic protective measures and proper dietary.

In the extracts from the letters on the question of home training of children many emphasize the need of specific information that will help them in the spiritual, ethical, and moral education of their growing families. Many lay special emphasis on raising honest men and women, as well as bringing them to sturdy manhood and womanhood.

NORTHEASTERN QUARTER.

RHODE ISLAND.

"What can be done to revive old-fashioned reverence, obedience, patriotism?"

NEW YORK.

"Wouldn't it be a good plan for you to outline a kindergarten course for our children who live too far from school to go before their seventh year? Farm children are more or less housed through the winter and their time might be profitably spent if one farmer's wife in a hundred knew how to keep their minds and hands busy."

"I think we need more lessons supported by statistics on the care of and feeding of children.¹ We get a great deal of talk on this subject in the papers, but they often disagree and we can not tell which, if any, are reliable. In my own family there is something wrong. In my father's family there were 11 who lived to a good age. My mother's family were not so strong. In my husband's father's family there were 7 who lived to a good age. In his mother's family there were 8 all strong and vigorous. Their parents evidently got along very well with their work, while I am often overtaxed in caring for 3 children, none of whom are any too strong. I see the same condition of affairs all around me, even though families are growing smaller and one might think this should leave the housewife with more leisure. Now can not some one find the trouble and the remedy? The doctors tell us to get more fresh air, sleep with open windows, eat simple food, etc. At the same time we may look around us and see foreigners, with as large families as ours used to be, crowded into small, poorly ventilated shacks, eating the poorest of unhygienic food. For instance, an Italian babe may be quieted with an ear of raw green corn that would give ours the colic, and yet they are strong and vigorous. Might not a little research along these lines and a publication of the results do more to prevent race suicide than the articles on the subject?"

PENNSYLVANIA.

"We would like to have some suggestions as to how to keep the boys and girls on the farm."

"I believe the Department of Agriculture can be of service to the farm women of the United States in teaching them the right care of infants, proper foods and balanced rations for the children, so that the next generation will be better than this one."

OHIO.

"Bulletins regarding the care of her children, and even of the adult members of the household, in order to maintain their health."

"Our crop—the children; our needs—suggestions for their—

1. Food:²
 - (a) Elements classified for every day use.
 - (b) School lunches.
 - (c) Recipes in season.
2. Occupation:³
 - (a) Gardens,⁴ (b) games,⁵ (c) sewing,⁵ (d) cooking, (e) care of pets.
3. Clothing:
 - (a) Serviceable materials, (b) how to retain colors in cotton fabrics.
4. Bathing:
 - (a) Economical apparatus.
5. Nursing:⁶
 - (a) Symptoms of contagious diseases, (b) care during illness, (c) after care."

¹ See Appendices A, E, and F.

² See Appendix A, "Foods and Cooking"; Appendix E, "Daily Meals for School Children."

³ See Appendix A, "Organizing Agricultural Clubs."

⁴ See Appendix A, "Gardening."

⁵ See Appendix E, Publications of the Office of Indian Affairs.

⁶ See Appendix A, "Home and Community Care of Children and Rural Nursing." See also Appendices E and F.

INDIANA.

A man: "The insertion of articles in the Weekly News Letter—these articles to embrace the duties of motherhood, the rearing of children, etc."

"The methods of home making, of foods, of clothing, of caring for infants, for little children, for young girls and boys, and for the building of characters in the men and women of the future."

ILLINOIS.

A man: "I think some simple rules for the care of infants would be valuable to mothers. Some hints to mothers and country school teachers as to how to detect adenoids and other prevalent diseases in school children, and what to do for them."¹

"We don't want to learn how to raise turkeys, but how to raise boys and girls."

"Some suggestions on how to keep the boys and girls interested on the farm."

"It seems to me that household tasks would be more easily done if all the members of the house did their share, and mothers trained their children, girls and boys both, in the task of home making. My idea is: Let the children help with the household tasks for their own good. Teach the big brother to put his collars in the laundry bag instead of throwing them on the floor. Let them help with all the work from small up; give each a task and promote them as they get older, same as in the schoolroom, and they will thank you for it some day."

A man: "I think one of the greatest questions lecturers should take up is how best to keep boys and girls on the farm, or to get parents interested to care for their children. I live in a coal-mining neighborhood and the infant mortality is great. The death rate is something like three deaths out of seven births, in my estimation, and I think one of the greatest goods our Government can do is to send out some one who is competent to instruct those coal miners and their wives to care for and manage their children."

MICHIGAN.

"My second suggestion is in regard to the 'better-babies' movement we read of.² Is there a way that the Department of Agriculture could put the 'better-babies' contests within reach of all farmers? The State fairs do very well, but only a few, comparatively, can take advantage of the contests at such places."

"How to manage, and what to do for the various simple sicknesses of children, such as convulsions, spasms, colds, colic, etc."

WISCONSIN.

"The care of children, clothing of babies in particular, and diet appropriate to various ages.² We have not access to mothers' meetings, where we can be taught by trained nurses, yet we are as anxious to learn as the city mother is."

MISSOURI.

"There is your problem, the human side of it. It is the woman's part distinctly. More honor to the department if it can take girls—the future mothers—and teach them—imbue them with more of the human problem; that if women will be mothers, it is best for them and the race that they leave the corn and pig problem more to the men and learn more about conserving the human—the little bit that is left in us. Have a department in your publication devoted particularly to morality, justice, intelligence, and psychology. The average woman knows how to put on a patch and work a buttonhole, but she hardly knows the boy or girl has a moral and mental make-up outside of school hours. They hang them on the peg when they quit school at 4 in the afternoon, supposedly."

SOUTHEASTERN QUARTER.

VIRGINIA.

"Give us information as to the manner of raising healthy and robust children. What should be taught the boys and girls to make them honorable and useful citizens?"

¹ See Appendix A, "Home and Community Care of Children and Rural Nursing." See also Appendices E and F.

² See Appendix E, "Children's Bureau."

NORTH CAROLINA.

"The best thing that can be done for woman is to get her to see, and be willing to perform, the great part in human affairs that her Maker intended for her. That is, to be a helpmate for her husband, and be content to have charge of the church and State government in its formative period, while she rocks in the cradle and feeds at her own table the boys who are in the future to control the more grave and perplexing questions of governing man and working for the uplifting of human affairs. Our motto is: Men for war, poll tax, and office; women for raising and training children, cooking, keeping house, and keeping the men pleased at home instead of going to objectionable places in pursuit of happiness. The love of home is the foundation for happiness, so help us all to have a home, and be content to be the queen of the same."

"Write a bulletin on the most important of all subjects for the farm people, so they will know how to take more precaution in raising the most important crop on the farm—that of raising boys and girls. Think how much more important are the lives of the coming generation to this nation of ours, when compared to the raising of hogs, cattle, or any other things raised on the farm. Also the dangers of constant colds and constipation should be stressed in the same bulletin, I think, as some country children seem to think it necessary to have colds all winter long, not realizing what danger it will lead to."¹

GEORGIA

"One need is booklets on hygiene and sanitation, as so many country homes are deficient in those important things—and the way their children should be cared for, as so many women are so ignorant of such things.¹ I believe that comes under the Children's Bureau, but the women that need them do not get the booklets."

FLORIDA.

"Higher courses, or bulletins on caring for the baby."

ALABAMA.

"First and foremost I would think to issue some bulletins on the care and management of small children—so many little children die from neglect of ignorant mothers, who would be so glad to know what to do in an emergency."

MISSISSIPPI.

"In the first place we should give our boys and girls special attention, and endeavor to rear them up so that they will be a help and not a drawback to the community in which they will live. The boys should know all the improved methods of farming as well as the old way, for the young folks should always be an improvement on their parents; and the girls should be well acquainted with the methods of plain cooking and good housekeeping. Let us not forget educational opportunities that are due them by all means. Now, if we are poor and unable to give our children the opportunities they should have, we can at least help them to learn how to make an honest living."

ARKANSAS.

"I would suggest instructions to young mothers how to care for the babies; how to diet, and how they may keep them sanitary and healthy."²

LOUISIANA.

A man. "I think the best way to improve rural conditions pertaining to women is by education. I think that the parents of the women are to blame for the neglect (if there be any) of our rural women. If they were taught and educated to depend on their own resources for support more than at present, they would be more independent and naturally demand more respect publicly. Girls could be educated for different vocations of life. I know of young ladies filling good positions that others could if they were educated to a higher plane of life."

¹ See Appendix F, "Public Health Service"; Appendix E, "Medical Handbook." See also Appendix A, "Health and Community Sanitation."

² See Appendix E, "Prenatal Care," and "Infant Care." See also Appendix F, "Public Health Service."

NORTHWESTERN QUARTER.

NORTH DAKOTA.

"If the department would spend as much time and money on child management from the time they are born—in fact, in all its phases—as is spent on animal husbandry, it would help the farm women as well as all mothers."

NEBRASKA.

"Tell us how to weigh and measure our babies and how to know they are nearing perfection."

"By issuing bulletins on the diseases of children and how to care for them."

A man: "I think that one great need of our country is to teach our wives, that is, those that need it, how to care for their children. I know that some of the mothers, and fathers also, need this help, for right here in our own little town there are some boys, and I think maybe some girls, who are not getting the kind of education they need. I am sorry to say some of them may not make good fathers and mothers, and I want to say right here that without good parents we can not expect to have our boys and girls growing up to be good citizens. Now, I think one way you could help would be to send out lecturers to the small towns all over the United States, also books and pamphlets on the subject. Our school system is all right as far as it goes, but it does not go far enough. I see boys and girls both growing up in idleness. I have also heard them make remarks when talking about some bank president or cashier who has helped himself to the people's money, that they did not blame him; they would do the same thing if they had a chance. I heard a father make the remark the other day that he felt sorry for ——; that the other officeholders were just as bad, but didn't get caught. This man lost his job because he got caught taking money that he was not entitled to. This man is the father of a large family of boys and girls, and I know it would help his wife if her children were kept from following the example set by the father. I am writing this letter not because I want to criticize my neighbors, but because I can see the need of help along these lines. I know of no way to make a wife and mother happy and contented more than to know some one is trying to help her bring up her children to be godly, law-abiding men and women. Such children will be a blessing to our country, and from such children will come our good officeholders and statesmen. I have six children of my own, three boys and three girls, and while they are good children it would not do them any harm to hear a good lecture once in a while and have some good books to read. They have very little chance to hear or see anything worth while. The only amusements they have here are some cheap traveling shows, which I am afraid are not quite so good for them as they might be. Now, as I am not the housewife, I expect you will say I ought to mind my own business, but as she would not write I had to, or this letter would not be written."

KANSAS.

"Provide such training for boys and girls as will impress on their minds their responsibility in community and home service."

COLORADO.

"The prize baby contests are fine. When a father finds his children do not come up to the scientific standards, he may realize that an expectant mother or the mother of a new baby can not work as hard as a work horse for 12 to 15 (or more) hours a day and have her children develop into strong, healthy boys and girls who find pleasure in the farm work, for one must be strong and well to like the heavy work on the farm."¹

"We want suggestions of the most essential requisites to promote child welfare on the farm."

IDAHO.

"The Government should make possible the training of teachers so that they can train the future farm women in home sanitation and home-making, and caring for the children, and help the present mothers along these lines. Legislation such as the Page and Lever bills should be passed by Congress enabling this kind of education to be furnished all the boys and the girls of the country, thus properly training the future farm women and at the same time helping the present ones."

¹ See Appendix E, "Prenatal Care," and "Infant Care." See also Appendix F, "Public Health Service."

UTAH.

"Information that would help to keep the children, in fact the whole family, well would be helpful. Something that would enable the mother to help her children get information the schools do not give in such subjects as sewing, cooking, household management for girls, farming, carpentry, etc., for boys. I believe outlines and suggestions would be helpful. Mothers, many times, do not get any aid from the schools in these subjects."

SOUTHWESTERN QUARTER.

OKLAHOMA.

"Don't forget the babies. Babies will ever be an important farm crop—a large part of the women's business. Hot weather helps in summer; appropriate health hints in winter. The aim should be to give the right thing at the right time."

A man: "Last, but not least, how to train her children that they become good, healthy men and women, and that it is wrong to think that it is a disgrace to be a mother or father of a large family. Yes, that it is an honor to raise a large, good, healthy, and well-trained and educated family, but a disgrace to believe that it is so nice to have no children so she can go visiting and leave her husband and hands to cook for themselves and work hard to raise the money for a new hat or dress."

TEXAS.

"How to feed babies; generally the country people begin feeding babies solid food at five and six months, especially meat."

"The Department of Agriculture assists the men with expert advice and assistance for pigs, horses, cows—all live stock. Why not teach the women how best to care for their children from babyhood up, so that they may grow into clean, healthy men and women? Of course, this is not a new subject."

CALIFORNIA.

"The proper care of infants and young children is a subject that would appeal to the mothers if attractively presented."

NEW MEXICO.

"The only suggestions that I could offer now would be the distribution of booklets or pamphlets on the care and rearing of children. You have these same pamphlets on the care of stock, poultry, hogs, etc. Why not have some for the poor little children? Those for New Mexico should be printed in Spanish, and distributed among the common people, and should use, whenever possible, simple remedies. They should be written in the very simplest language, so as to reach the poor, uneducated class, that can scarcely read or write, and should deal greatly in preventives. I have known of their giving BB shot in cases of fever, also fine sand, etc. Tell them when and how and why to give a hot or a cold bath—treat them like children and take it for granted that they know little or nothing—get down to the people that need you—the educated ones can help themselves. Tell them in simple terms what to do in cases of drowning, of a bad wound or cut, or a fracture or dislocation, or of lightning.¹ Last year a fine young man near us died for want of a little attention after a stroke of lightning. Also a good simple treatise on the care a woman should give herself during pregnancy."²

STATE NOT GIVEN.

"The children should not be neglected either. A man can write for information for care of his pigs before and after birth, so why should not his wife have the same help for her children? Many a tragedy could be avoided if the young mother who lives far from the doctor had received information for taking care of herself before as well as after the birth of her child. And she surely needs help in caring for and feeding her child. I do not know how this help can best be distributed among the country women, but I am sure if the help was to be had they would find a way to receive it."

¹ See Appendix E, "Medical Handbook."

² See Appendix E, "Prenatal Care."

BOYS AND GIRLS' CLUBS.

Letters from eight States, seven of which are in the North or West, urge something to interest the younger people in the work of the farm and thus induce them to remain in the country where they can not only help with their labor but brighten their parents' lives as well.¹ Various ways of doing this are suggested. Emphasis, however, is laid upon the necessity of making the farm attractive to girls, and clubs to encourage domestic science and the adornment of the home much as the boys' corn clubs encourage sound farming are recommended. Most of the writers do not show much familiarity with the work of the corn and canning clubs, which are more widespread in the South than elsewhere, but those who do apparently believe heartily in it. In particular one Tennessee woman shows much appreciation of this work in her State.

NORTHEASTERN QUARTER.

NEW YORK.

"I think it would be a good plan for the Government to furnish free garden seed to children from 8 to 15 years old to have a garden of their own, the Government also to provide some funds to have premiums offered at the different fairs on vegetables raised by the children. I think something of the kind might help to keep the children on the farms and make more farmers."

PENNSYLVANIA.

"The girls' canning clubs of the South have done lots of good. What we want here in the North is something that will do as much for our women and girls to arouse interest in farm products."

"Devise ways of interesting the farm boys and girls in the farm work. One way that, to me, looks feasible is to give them a larger place in the work of the county fair and recognize the merits of their efforts equally with those of their seniors."

DELAWARE.

"Something to interest the children helps the matron. Could very simple directions for the cultivation of the chrysanthemum be sent out so that the teacher of a district school could arrange an exhibit of flowers grown by the ladies and children of that district? Maybe a few vegetables added by the boys, or canned fruit; drawing each district together, the department sending a diploma to best exhibitor, or to school in a county that had best agricultural display. Some other school might win the trophy another year. If some one could address country schools, stimulate pride of the children in adorning home and school yards. Let them wear a button. Many women never get to the institutes. I wonder if they would attend talks in the school-houses."

OHIO.

"For one, I never thought of being neglected, but as you have called attention to it, I know the girls and women have not received the attention that has been given the boys and men, as they have special schools for them and valuable prizes were offered at our fair for the boys who were the best judges of cattle for beef, for milk, etc. Why not have something like this for the girls on something pertaining to their work? Why not provide for teaching the girls and women in domestic science? Why not have a contest for the girls as you do for the boys in the corn contests? I am told in one of our States a canning factory for tomatoes was erected and every girl allowed to raise one-tenth of an acre of tomatoes, doing all the work but plowing, allowing \$2 for the land. Perhaps flower culture or something else would be as well. Why not have special training in sewing and in conducting a business meeting, in addressing a meeting, and in voice culture?"

¹ See Appendix A, "Organizing Agricultural Clubs for Children."

"I think too much emphasis can not be laid upon the necessity of keeping girls in the country, and all the means of making country life more attractive for the girls. Could the instructors come with practical plans for the formation of clubs for girls and women to give them a broader outlook upon life, and at the same time be satisfied with the country?"

ILLINOIS.

"I think it would be a good thing for your department to get out some bulletins for the children on making the farm home beautiful (very plain and simple ones), and send to the children seeds and bulbs with careful directions for care and cultivation. In this way you would bring a source of interest and pleasure to all the members of the family, and a new love for the outdoor life, which by many is so little appreciated."

IOWA.

"The department could aid in the appointment of a children's day to bring the little folks in closer touch with the Government. It would lead them to think that the great fathers at Washington are mindful of the little ones at home."

SOUTHEASTERN QUARTER.

TENNESSEE.

"We duly appreciate the boys' corn clubs, the girls' tomato clubs, and the coming pig clubs. They have done much to awaken our young folk, and every sensible mother is grateful for them."

NORTHWESTERN QUARTER.

IDAHO.

A man: "Let the Government set aside a generous sum of money, a boys' and girls' fund, and offer prizes for all kinds of farm crops for boys and the successful breeding, raising, and feeding of all kinds of farm animals. For girls, premiums for all kinds of vegetables, small fruit, and flower raising, canning fruits and vegetables, and dress-making, the making of butter and cheese. Offer prizes for letters written from the farm about farm life and work. Children are like grown-ups; they want to make a little money."¹

¹ Prizes are arranged in many States.

ADULT EDUCATION.

INTRODUCTION.

Letters from 32 States urge that the methods now employed to stimulate interest in better agriculture be adapted to a campaign for better living conditions. The women, it is pointed out, are only too eager to learn, but they must see with their own eyes. Bulletins and other printed information may interest them but they point out that they are afraid to experiment on their own initiative. If they could be reached in person by women demonstrators, traveling schools, and similar agencies, they believe the results would be desirable.

This idea prevails in the South. In every case the demand is for better education. The children may be taught domestic science in the schools, but what education the grown housewives receive must be brought to them, is the trend of many letters. They can not leave their homes in search of it.

Many writers urge the appointment of women advisers to visit from house to house, discuss her problems with the housewife, and give practical demonstrations of improved methods and labor-saving devices.¹ At the same time instruction could be given in sanitation, the care of children, the most healthful kinds of food, and kindred subjects. Other correspondents urge that this work be supplemented by the promotion of women's clubs, by lectures, and other community measures. Several suggested that a model house be constructed to serve as an object lesson. After remaining a certain length of time in one locality, it could be transported elsewhere.

Another and allied topic that is apparently much in the minds of the people is rural nursing. Several express the hope that the rural nurse will not only give needed assistance to the ill, but will also teach the mother better methods of rearing her children and securing hygienic and sanitary conditions on the farm. In short, all the letters dealing with these topics emphasize the need of practical home education. The farm women, they say, want better conditions and are willing to work for them; but they must be taught, and personal demonstration is the most effective method of instruction.

REQUESTS FOR DEMONSTRATIONS; TRAVELING SCHOOLS FOR WOMEN.

NORTHEASTERN QUARTER.

CONNECTICUT.

"I am impressed with the idea that an adviser or instructor who is thoroughly informed as to what progressive betterment is doing for the existing conditions in a general way may make stated visits to each rural town that the people may be awakened by more enlightenment, and that on the most congenial conditions possible in

¹ Farmers' Bulletin 142: "Principles of Nutrition and Nutritive Value of Food." Farmers' Bulletin 154: "The Home Fruit Garden: Preparation and Care." Farmers' Bulletin 175: "Home Manufacture and Use of Unfermented Grape Juice." Farmers' Bulletin 203: "Canned Fruits, Preserves, and Jellies." Farmers' Bulletin 255: "The Home Vegetable Garden." Farmers' Bulletin 287: "Poultry Management." Farmers' Bulletin 359: "Canning Vegetables in the Home." Farmers' Bulletin 375: "Care of Food in the Home." Farmers' Bulletin 389: "Bread and Bread Making." Farmers' Bulletin 521: "Canning Tomatoes at Home and in Club Work." Farmers' Bulletin 607: "The Farm Kitchen as a Workshop."

the homes where our children are reared and drudgery for the mother is relieved hangs the future progress of our country, it being inevitable that more and more will then seek the privileges of country life. The instructor should be able to get or give information as to business methods for the farmer. Instruct him how to get information of Government work and up-to-date tests."¹

NEW YORK.

"One suggestion made by women neighbors is to send experts around to make demonstrations in the work of farm women as are made for the benefit of the men. Evidently few of them realize what valuable lectures are delivered at our farmers' institutes for the benefit of farmers' wives, and still fewer read your Farmers' Bulletins, designed especially to benefit the housewife."

"I believe that farm women could be benefited by a demonstrator or an agent who would go from house to house and give whatever aid might be asked—as canning, household sanitation, household decoration, sewing, etc."

"The trolley line put through a country would connect the farm women and a practical domestic teacher to demonstrate her work."

PENNSYLVANIA.

"Could not instructors have a room in each neighborhood where women might gather for instruction?"

DELAWARE.

A man: "I would keep her posted on new fruits and vegetables; also the most practical way to preserve them. I also think the best way to reach them would be through the county fairs and poultry shows. Have a representative demonstrate and distribute circulars. Just as soon as the rural housewife knows that the United States is interested in her she will take on a new lease of life, put on her best bib and tucker, visit all the shows and fairs, and show the United States how grateful she can be for even a slight recognition."

OHIO.

"There should be traveling schools, demonstration work in her kitchen and other parts of her house, careful instruction in sanitation and hygiene, and bulletins regarding the care of her children, and even of the adult members of the household, in order to maintain their health."

A man: "I believe that one good look at an actual demonstration of anything is worth more than reading many pages of bulletins, etc."

INDIANA.

A man: "It has been suggested that we need a 'visiting nurse' and physician paid by the year to keep us well. Why not also a friendly adviser on social, domestic, and economic problems?"

MICHIGAN.

A man: "Where there is a farm demonstrator living upon a farm, why not make the farm a model of cleanliness and beauty as well as a leader in the production of cotton, corn, or potatoes?"

¹ * O. E. S. Bul. 166: "Course in Cheese Making for Movable Schools of Agriculture." Price, 10 cents. * O. E. S. Bul. 178: "Course in Fruit Growing for Movable Schools of Agriculture." Price, 15 cents. * O. E. S. Bul. 200: "Course in Cereal Foods and Their Preparation for Movable Schools of Agriculture." Price, 10 cents. * O. E. S. Bul. 231: "College Extension in Agriculture." Price, 10 cents. * O. E. S. Bul. 245: "Course in the Use and Preparation of Vegetable Foods for Movable and Correspondence Schools of Agriculture." Price, 10 cents. * O. E. S. Cir. 79: "Form of Organization for Movable Schools of Agriculture." Price 5 cents. Farmers' Institute Lecture 1: "Syllabus of Illustrated Lecture on Care of Milk." (Available only to those using lantern slides.) Farmers' Institute Lecture 10: "Syllabus of Illustrated Lecture on the Production and Marketing of Eggs and Fowls." (Available only to those using lantern slides.) Farmers' Institute Lecture 14: "Syllabus of Illustrated Lecture on Farm Home Grounds—Their Planting and Care." (Available only to those using lantern slides.) Office of Experiment Stations Food and Diet Charts 1-15. See Appendix A, "Rural Nursing." See also subsequent chapters on "Experiment Centers," "Meetings and Lectures," and "Women's Institutes." An investigator (woman) of women's rural organizations is soon to be appointed in the Office of Markets and Rural Organization. Her special work will be to study and render assistance in matters pertaining to organized work among farm women. The Reclamation Service, Department of the Interior, has appointed a woman, whose duty it is to assist farm women on reclamation projects to organize for neighborhood betterment.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

WISCONSIN.

"I am wondering what the Department of Agriculture proposes to do for us. Perhaps they may send out some city women to teach us how to cook. We will resent that. The old-fashioned farm woman can not be beat for getting up good wholesome meals, and rearing her healthy and happy family if given half a chance. True, she may not be able to express her ideas or write up articles like her educated city sister, but we hope she will come forward now and give us the benefit of her valuable experience."

"Have men to travel around in emigrant wagons fixed like a room, cold and boiling water and things that belong to separators."

"There are many women who do not send for or read the bulletins, and for these and, in fact, to all of us, it would be a great benefit to have the teachings of these bulletins and other useful facts illustrated in our town through moving schools, model kitchens, houses, laundries, etc., and, above all things, model nurseries where the ignorant young mother may be taught to properly feed and care for the babies in health or sickness.

"There is an abundance of available material sent out by the several States and the United States Government from the different experiment stations; but women need to be interested in this material and shown how to use it.¹ In some communities the women are doing much toward improving their condition by organizing themselves into clubs for the study of home economics, helped by the State Federation of Women's Clubs or by the agricultural schools of the several States and counties."

MINNESOTA.

"A two weeks' school of agriculture or domestic science yearly or semiyearly would break up the isolation and loneliness and give them something to think about in an educational way, and if there is need of education any place, it is on the farm."

MISSOURI.

"First, that the Government send out women to every town and school district to talk on all important questions pertaining to domestic science so that the housewife may learn the proper cooking of food and the furnishing of well-balanced meals for her family, also how to conserve her energy so that she may have time and strength for recreation."

"Have lectures and demonstrations on fireless cooking, house furnishing, cooking and serving, on clothes (how to select good cloth, etc.). Tell them of the many things on the farm to cook that are unknown.² The milkweed, a common weed, is palatable and nutritious, very similar to asparagus, but few know it. Show them the vacuum cleaners, the new churns, mops, explain the different lighting and heating systems and means of having water put in. Have talks on sanitation and how to prevent disease."

"There are three things we are interested in and would like to see tried: The traveling school, neighborhood nurse, and a national farm bureau."

"Traveling schools of domestic science and a rural visiting nurse are a few of the many things we want. If this is not asking too much, please grant them."

"Your department and the State agricultural departments should all work together through extension department work, for that is the only way the great masses of the people can be reached under present conditions. These people can now be reached to a certain extent by extension work, demonstrations showing model kitchens and housekeeping with modern conveniences and sanitary arrangements, also giving lectures and free bulletins; in fact, advertise the business of educating the people. These demonstrations and lectures could be given at county and State fairs, at all schools. They should be a part of the regular course of the intermediate and high school grades."

¹ * O. E. S. Bul. 238, pp. 53-67: "Women's Institutes." Price, 10 cents. * O. E. S. Bul. 251, pp. 47-52: "Technical Schools of Agriculture and Domestic Science"; pp. 53-54: "Women's Institutes." Price, 10 cents. * O. E. S. Bul. 255: "Educational Contests in Agriculture and Home Economics." Price, 5 cents. * O. E. S. Bul. 256, pp. 70-72, 75-77: "Organizing and Maintaining Institutes for Young People and for Women." Price, 10 cents. * O. E. S. Cir. 85: "Farmers' Institutes for Women." Price, 5 cents. * O. E. S. Cir. 109: "Agricultural Fair Associations and Their Utilization in Agricultural Education and Improvement." Price, 5 cents.

² * Yearbook Separate 582: "Green Vegetables and their Uses in the Diet." Price, 5 cents.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

"We would also like to be able to obtain the benefits to be derived from traveling schools, such as the daughters and mothers and grandmothers of Belgium have the privilege of doing.¹ Again, we would like to see the establishment of a Red Cross rural nursing system, where we might feel assured that we could obtain a competent rural nurse to assist us in caring for our sick and especially to inform the mothers of little children how best to care for and rear them, in order to have them develop into strong, sturdy American manhood and womanhood."²

SOUTHEASTERN QUARTER.

VIRGINIA.

"We are learning much about canning vegetables. We need more instruction. Why not give us the same demonstration work in our line as the farmers have in theirs? We need demonstration in dressmaking, nursing, entertaining, correct standing and walking, stooping and sitting—all about care of farm waterworks, pipes in winter, best cleaning powders, laundry soaps."

NORTH CAROLINA.

"I think a nice small model house, furnished cheaply, for women to come and see and do likewise in their own homes, would be a blessing in our country. One where demonstrations in cooking, home nursing, and dressmaking were given. We all want a new stove, machine, fireless cooker, churn, etc., but we haven't seen one, and we are afraid to try these new things unless we could see them in use. We would like to have healthy children, but we don't know what to do; and we are anxious to learn. I would suggest to use a house for a certain length of time and let everybody know about it, and move to other places; have skilled women in charge."

A man: "I was talking with some ladies not long since. Their idea was to have some good woman who knows her work to go into a community, say into such a home as theirs was, and stay for a week, and have the women of the surrounding country to come in, a few at a time, and discuss their problems. Then let this woman demonstrator go into the homes of the farmers and take up their problems with them, make suggestions about arrangement of the kitchen, conveniences for the kitchen, water arrangements such as sinks, etc., how to keep the premises sanitary, how to manage the home in general, how to work, how to rest and recreate, how to cook and what to cook, how to keep baby well and all the family, and how to wait on the sick. In short, teach the farm women that their work need not be drudgery if they do not make it so; that country life is the ideal life, and not only 'preach' it, but show them how to do it. Show them how to cooperate with each other and do so by 'doing things,' not talking about them. Show how the rural school may be more helpful by having a teacher of agriculture for the boys and a teacher of domestic science for the girls. Show how these schools can teach more about doing things, such as cooking, housekeeping, sanitation, etc., and maybe not less about music and art; more about corn roots and grass roots, the balanced ration for the pig and the calf, and for corn and potatoes, and maybe not less about Latin roots and Greek roots and conjugations.

"If it were possible for the Government to organize a corps of trained women to be regularly enlisted in the employ of the Government. Have women employed who are trained in a measure in hygiene, and if possible with a little knowledge of the simple rudiments of how to take care of a woman at the time of childbirth—to show the average farmer's wife that it does not do to have a baby one day and cook dinner the next. Show her something about cleanliness, the absence of which is the breeder of all sickness. Teach them the advantage of planting fruits, and general welfare of the family. Something on the order of the settlement workers."

SOUTH CAROLINA.

"At a meeting of the women we thought of many conveniences needed, but the lack of money always loomed up before us so large that we have decided that a broader education is our only hope. We believe that the men will relieve us as fast as they are able. Then send us men who will teach better and more successful methods of earning a living. The corn and tomato clubs are bringing better conditions by showing how great is the power of the intellect on the farm. But you know what we need here in South Carolina, where boys and girls leave school often scarcely able to read and write. Can you not send us more men and women, broad-minded and earnest, to teach the dignity of labor?"

¹ O. E. S. Separate 1391; "The Results of Agricultural Extension in Belgium." Price, 5 cents.

² See Appendix A, "Rural Nursing."

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

A man (minister): "As a country pastor I see the need of something being done. Many farm women don't read, neither do they travel much to see how other people do. The same about the men. The best way is to demonstrate something right in their neighborhoods. They move about a little, such as going to church, to the school exercises, to the parsonage, to a political barbecue or picnic. As a country pastor I do all I can in the way of demonstrations in such things as road dragging, tree planting, gardening, chicken raising, and farming on little patches. The people have learned something from me in the way of intensive farming on my little patches. They watch my farming, and some even come to the parsonage just to see what I am doing, and how the oats look. Now and then they call me up by phone to know my judgment about this or that farm work. My wife makes and puts up neat packages of butter for parcels-post trade and sells eggs to neighbors for hatching. I find she has about as much influence over the women around here as I have over the men. I have begun to realize that if you are to reach and help the country women you will have to reach them through the schools and the country pastors. The schools are beginning to be visited by traveling speakers, who know something good to tell the country people. That will amount to something. Now, could the Government help to make every country parsonage a demonstration farm and every country pastor's kitchen and yard and water arrangement a demonstration of what ought to be? A little money spent for a gasoline engine, and piping and pump and tank, a sink or two with piping, a kitchen cabinet as a model for the boys to imitate in making one for their mothers would help, etc."

GEORGIA.

"Let traveling domestic-science (in the fullest term) teachers go with well-fitted conveyances throughout the districts. Let them teach from place to place. Use care in selecting tactful women who know how to reach the timid, self-conscious country women who realize so keenly their shortcomings. Let these traveling wagons be fitted up as model kitchens and sitting rooms. (A country woman learns by example.) Help us to gain the cooperation of the husbands and sons."

"I think the quickest and most effective way to help the women of Georgia would be through means of a demonstration train. These trains should be equipped with a model kitchen and pantry carrying labor-saving and sanitary kitchen utensils, a kitchen cabinet with removable or round shelves—something that a woman of moderate strength can keep clean without exhausting all of her strength and time. These trains should be so arranged that those passing through could see appliances in their proper places. There should be a lecture stating briefly the use of the kitchen utensils, sanitary condition of things, and a menu of things grown on a Georgia farm."

FLORIDA.

A man: "I think they can be better helped by placing lady agents in the field who are experts in domestic science and have them call the attention of heads of families to improvements that could be brought about for lightening the burdens imposed on women through ignorance. We need better educational facilities in our schools and homes. There is no way that I see to reach the homes except by agents fitted for the work, and would ask that this be done. I am an old man with a limited education; I know and feel the need of it; I see the good that demonstration work has done for the farmer and believe it can be duplicated in the homes. Education is the great need of our people and will have to reach the older ones by being carried to them if their conditions are to be relieved."

A man: "I have seen mothers give snuff to nursing babies. Their mode of living is most primitive. It is doubtful if any one of them is able to bake a loaf of wheat bread. The diet consists mainly of fat pork, home-ground, unbolted corn meal, and coarse vegetables. The children are mostly sallow, underfed, badly nourished, and afflicted with hookworm. Under these circumstances it is impossible to reach these women with literature. To me (from Illinois, born in Germany) the condition of the farm women looks deplorable. I find them hard to approach on the subject of improvement and the bettering of their conditions. I would suggest the appointment of a tactful lady demonstration agent to work among these people in the same manner as we have now in some counties farm demonstration agents."

KENTUCKY.

"A suggestion I desire to make is to have a Government official from the Agricultural Department visit each common school at least once a year. To my knowledge there has never been any representative of our National Government in our school district. I am sure this neighborhood needs demonstrations, talks, and lectures on such subjects as better roads, better orchards, modern conveniences in the home, conservation of soil fertility, etc., if any one ever needed it."

A man: "We had last year about this time at this place a farm school of four days consisting of lectures and demonstrations on various topics of interest to farmers. It was conducted by experts on live stock, breeding, soil fertility, dairying, and other subjects, and one of the board was a lady whose specialty was 'domestic science,' and from the practical nature of her lectures and demonstrations and the interest which the ladies of the community took in the same I draw the conclusion that such instructions will awaken interest and will in many cases lead to an individual study and organized effort to learn more about the conditions suggested in your letters and the means of improving them."

A man: "Some one, preferably a woman, should be sent to instruct them in the importance of the thermometer in churning; that some one be sent to teach the value of mushrooms and how to select the edible ones of the many wild varieties. I believe a great and profitable industry could be worked up in this subject."¹

TENNESSEE.

"The department affords clubs and demonstrators for the farmer and boys; why not organize a club for rural women? If the department would employ a number of women skilled in all branches of the home life and send them around to the different communities to establish a housewives' league it would be of invaluable aid to the country women. She (the woman demonstrator) should spend a specified length of time in each community teaching the women the right and the wrong way of doing things. If she were a capable, attractive woman she would soon get the women interested and would revolutionize the rural home. The women would soon realize that dishwashing, preserve making, and housecleaning was an art and not drudgery. If the department would set aside some prizes, ones that were worth striving for, and let the instructor offer them as rewards for improvement in home life, the farm woman would soon become an efficient, happy housewife. It would be the best plan to offer prizes for different branches of housekeeping; say she would give a prize to the woman who made the most improvement in the appearance of her home, another one for the one who made the most improvement in some branch of cooking, another for the young girl who had grown the prettiest flowers and kept the prettiest lawn, another for the one who had conceived some new ideas and plans that would be a help to the society. As a matter of fact, at the end of the year, when the instructor made her visit, and the women came together in the club to tell what they had accomplished, each woman would learn to do all the different branches of housekeeping efficiently. After some length of time, when they have been taught the value of your printed literature, they will learn a great deal from it, but to start with there must be some one to convince them that there is a better way of doing things than their mothers did."

ALABAMA.

"I would suggest the department employ a competent woman demonstrator in each congressional district to instruct and supervise in the best methods of general canning of all kinds of fruits and vegetables, making of preserves and jellies; also general culinary arts; also to assist in poultry and vegetable raising and any other branches of rural domestic science."

A man: "To the farmers the demonstration work is very effective. Allow me to suggest that a small number of leading women in each township educated by the department along the lines indicated in your letter would, in a short while, constitute local demonstrators or teachers both scientific and practical."

¹ Farmers' Bulletin 204: "Cultivation of Mushrooms." Farmers' Bulletin 79: "Mushrooms as Food."

*Farmers' Bulletin 342: "Preserving Wild Mushrooms" (by canning). Price, 5 cents.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

MISSISSIPPI.

"I have, during the past year, been in many homes and come in contact with many mothers and daughters. In almost every instance I have been impressed with the need for a work among the wives and mothers similar to the farm demonstration and boys' and girls' clubs for the men and young people, and long before your letter was sent out, I had determined to write to the Department of Agriculture, asking if something could not be done. The canning-club demonstrations during the season were attended by the families and friends of the club members, sometimes by almost every one in the community. After the regular demonstration I have always found an opportunity to make a talk on domestic science. The housekeepers were interested and attentive and asked many questions. At every meeting I asked their opinion of some form of organized help for farm women and every woman seemed eager to have it.

"It seems to me the work could be done by a combination of methods similar to the farm demonstration and the boys' and girls' club work; starting through the schools, and later carried on through home demonstrations, somewhat similar to present farm demonstrations. A public meeting at the school, properly arranged for, would bring together the people of the district, including the wives and mothers. A plain, simple talk on domestic science, giving principles and reasons and the relations of housekeeping and health, the relations of proper living and mental and physical strength and usefulness, should interest them and pave the way for organization, from which should develop a home demonstration where the principles of better house-keeping, cooking, sanitation, etc., could be taught or demonstrated similar to the work of a farm demonstrator. A woman of information, enthusiasm, and tact, possessed with a real desire to help other women, should be able to organize a woman's club in every community which in time should transform the entire neighborhood. While organizing canning clubs last winter I found opportunity to organize two woman's clubs, but they were a considerable distance from my home, and for lack of encouragement, and efficient leadership, they finally died. A 'home demonstration agent' could guide, suggest, and instruct until they gained experience and learned their own powers—awakened to a sense of their real position and importance as home makers, and their influence in community affairs.

"After all, the home is the heart of affairs, and unless the wife and mother is interested and helps, the farm demonstration work and the boys' and girls' clubs will never accomplish all that they should. I believe every observing demonstration agent will bear me out in the statement that those demonstrators do the best work whose wives are interested and progressive and help and stimulate them by suggestion and influence, and whose intelligent interest keeps them from becoming discouraged. I know it is true in club work. On the other hand, many a careless, indifferent man has been aided and encouraged by an interested, enthusiastic wife, and attained success. But no man ever did his best, ever accomplishes all that he might, without the intelligent interest and cooperation of his wife or mother, and I believe if once the women are aroused and organized under proper direction, they will become the most powerful and helpful factor in all this progressive movement. The present work, though excellent and accomplishing much, is, after all, only working on the outside. Begin at the heart. Organize the women into neighborhood clubs. Give them an opportunity—under supervision at first—to become posted in what they can and should do. Once they recognize their opportunity they will take hold for better homes and home surroundings, etc."

"We need trained experts to demonstrate to us as farm women. It would be the business of the household economics woman in charge to know how and explain these things which have been discovered during recent years that we may wake up and learn. If we are given a chance, a few acres, a small model house, some furnishings, and experts to come and demonstrate, I think it would be a boon to women. We want cooperative work among women."

"It might be a good plan to establish demonstration plats in each State with a capable woman in charge of each and show the women what can be done by a woman."

"To create a stimulus to raise the mind to something else save what is about the house and yard, would seem to be a help. The writer believes that if a demonstration agent helps the farmer with his crops and adds to his life, a woman lecturer on saving devices or means of doing things would help the farm woman. Such a woman could see the women in a group, or meet the farm women at their homes and discuss not only better ways of performing household duties, but contrive means of developing more social intercourse in the various communities. Such women could encourage more reading and greater home use of the phonograph, which is one means of providing music; music, reading, and social intercourse keep the mind from sinking into the deep ruts and add zest to the spirit."

ARKANSAS.

"I think that women should have a farm or garden adviser the same as the men. It would especially help them in their cannery work, which is such a drudge as it now stands."

LOUISIANA.

A man: "It seems to me the first great move should be to form women's clubs, State and Nation wide. Get them coming out to gatherings for social and self improvement. Don't send a city-bred woman clad in silks, laces, and feathers among them, but a plain, practical woman, with 'horse sense' enough to mingle with them and become a leader. Teach them better housekeeping, to make their homes more attractive than those of nonclub members—homes well furnished, good cooking—introducing better management and simple labor-saving methods to do away with much of the drudgery."

A man: "Let a woman who is a graduate of some reputable college, being thoroughly trained for this specific purpose, be appointed in each county to give her entire time and attention to the welfare of the country women. She could go into the homes and give practical lessons in home economics, at the same time offer any idea that would improve the conditions in the home. She could be of much assistance in helping the farm wife arrange her home to give the family better service and stimulating a desire to do better. The family would work more in harmony toward making any improvement."

NORTHWESTERN QUARTER.

NORTH DAKOTA.

"Have demonstrations about good bread and butter and coffee making, meat and vegetable cooking, etc."

NEBRASKA.

"Get before her the importance of cooking and care of food as a science. Information as to the relative food values and their effect on the body put in clear 'everyday' terms would be very beneficial. Many farm wives do not understand or take interest in the high-class scientific treatises given on such subjects. This can be done by sending the literature directly to the housewives through special demonstrations and also through the rural schools."

KANSAS.

"Competent women instructors might be delegated to visit as many rural communities as possible and practicable, to give instructions and make demonstrations in cooking and other domestic work. These demonstrations would be better attended, in my opinion, than are demonstrations for spraying orchards, or for special instructions on selecting seed corn, and of the many lines of activity now occupied by men. Women are as much interested in improving their methods as are the men and in the long run it would result in as much good to the family as now obtains through this special instruction in various lines of farming to men."

"The department's best chance would be in training the children with domestic-science work, specially planned for country conditions, in the schools; or if that is impossible in rural schools, then by classes in the homes of some of the better-trained women of each district, i. e., the one best fitted to tell how to sew or bake or can fruit, etc. Such lessons would do those children needing them more good than the afternoon spent over the geography lesson and surely reach the mother in the best way possible. If such teaching were not volunteered, a payment from school money could be provided for. Would not this reach those most needing help better than mere bulletin information or demonstration-car work?"

MONTANA.

"A woman demonstrator sent into the country every now and then to arouse the latent energy of all of us would indeed be a boon. One who would work in several near-by districts for several weeks giving the women of each district one day of each week for a course in cooking and sewing and suggest plans for the social-center movement, would certainly help immensely."

IDAHO.

"Send a thoroughly competent representative to go from place to place showing to the farmers' wives and also the farmers wherein improvements can be made that will lighten the work of the women on the farm, suggesting at the time such articles for the home as are within reach of the individual income, and such changes as can be made by the farmers themselves."

WASHINGTON.

"Women desire to conduct their work scientifically and properly. They want to know when they are serving a 'balanced ration' at their tables; how to make butter, buy clothing, and sell eggs." A demonstration is worth a dozen treatises. I can guarantee that the housewives of our neighborhood would attend school where they might learn domestic economy, if that school were conducted in our own schoolhouse, say for 10 days in the year."

SOUTHWESTERN QUARTER.

OKLAHOMA.

International Congress of Farm Women (of the International Dry-Farming Congress, Tulsa, Okla.), requests: "That the bulletins issued by the department be used as textbooks in the various farm women's clubs and in the public schools, and where possible one-half day of each week be devoted to practical demonstrations in home making for farm women."

"Farm men in many localities have county advisers. Then, why can't we have a lady sent out to tell us how to live better on less, get the required rest and relaxation, a little time each day to improve our minds and to help our children with their lessons, etc.?"

TEXAS.

"There is one way that they might be greatly benefited, that is by sending an experienced cook and seamstress to give cooking lessons or lessons in sewing. There is not one woman in ten that knows how to be economical in her kitchen, likewise in her sewing. The department might send such a person from home to home, or better still in each neighborhood, and let the neighbor women gather at one home."

CALIFORNIA.

"We want more demonstration work. The demonstration railroad-train work has been some help, but I suggest a permanent exhibit in our county seats, the makers of the various inventions, etc., to pay enough for exhibiting space to make the thing self-supporting; this can apply to all sorts of manufactured goods, to canned goods, everything the farm men and women are supposed to buy or be interested in, or use in any way. We ask as women just for fair play all around."

EXPERIMENT CENTERS.

A number of women believe that much could be done through the establishment of courses in domestic science and practical demonstration of machinery and the best methods of doing woman's work at the experiment stations. Others suggest the use of local schoolhouses as demonstration centers, and still others suggest the erection of a special building in each county which would house a model equipment building and serve as headquarters for a library and provide a meeting room for lectures.

Following are some of the suggestions:

NORTHEASTERN QUARTER.

WISCONSIN.

"My idea would be a schoolhouse large enough and fitted up for an experiment station, as it were, where parents, not children, should meet, practice, compare notes, perhaps occasionally hear and see an agricultural expert or demonstrator in domestic science."

MINNESOTA.

"By locating demonstration stations where the modern inventions of aid to women can be tested, regarding efficiency, durability, and cost."

SOUTHEASTERN QUARTER.

VIRGINIA.

"Couldn't you have experiments made for us in household conveniences, telling us why certain articles are good, and where they save, and durability? We know a great many expensive utensils are fine. So few of us can buy aluminum, vacuum sweepers, etc."

NORTH CAROLINA.

"We need an experiment station in the nature of a laboratory for testing all kinds of home conveniences, such as, Is a cement floor in a kitchen good? If so, how much does it cost? If not, why not? etc."

GEORGIA.

"Perhaps an experiment station might help women some, as every woman has not the time to test all the new improvements that might help her. I don't believe the women are going to be left far behind in any line of improvement."

KENTUCKY.

"An experiment station where could be tested the advisability of arrangement, and cost. A demonstration cottage appeals to me more than a car; because it would remain in one place longer, and in view of the fact surrounding citizens would derive more benefits. I sincerely hope that the department will grant us a demonstration building of some kind, with some one in charge, that we may get in touch with the best methods of cooking, sweeping, dusting, sewing, dairying, nursing the sick, and training the child to recognize and desire the highest attributes of life."

TENNESSEE.

"Encourage colleges, demonstration and experiment stations to grow flowers, shrubs, and vines, and endeavor to have farm women visit these establishments as well as men, giving them instructions in lawn dressing and such subjects."

NORTHWESTERN QUARTER.

KANSAS.

"A 'show you' farm in every township, on the most traveled road, to exhibit the experiment-station-proved best way to do things; with large bulletin boards stating what each exhibit is proving. Lime for alfalfa, deep plowing for corn, balanced rations for hogs, shelter benefit for machinery. Call attention to the things people ought to do in such a way that they just can't help but see the benefit."

SOUTHWESTERN QUARTER.

OKLAHOMA.

"With the cooperation of the communities, build in each of these three Panhandle counties a model farm house, using as material wood, concrete, or cement, whichever investigation proved best and cheapest for this country. Put into each of these model houses, at the lowest possible cost, satisfactory systems for heating and lighting; also by windmill or engine provide running water and bathroom equipment with septic tank. Make prominent, or at least readily accessible, plans for such improvements with actual cost estimates. Leave part of this house undivided to serve as assembly room for public purposes. Keep a flag flying at least in good weather. (I haven't seen 'Old Glory' displayed for over six years now, and feel like the 'Man without a country'.) Make this model house headquarters for traveling libraries, which could circulate in rotation around the counties, in care of the public-school teachers. Let these stations also be headquarters for lectures, demonstrators, or some well-equipped

persons who would enjoy going about through the country giving talks and lectures, illustrated, if possible, on subjects which would do us good and give us something new to think about. If possible, let them discover something in which the community could be induced to work together for a common purpose and get them to do it. I have guessed at the expense for each county as follows: Original cost of each house, \$1,000; 10 libraries of 100 books each, \$500; two lecturers, salary \$3,000 each, \$6,000. I think a good deal of the running expenses for lectures, etc., could be provided by the communities themselves. The expense might be reduced by making your lecturers here serve also as investigators, reporting on weather, crops, bugs, and whatever you would like to know about. Lecturers could also be transferred from one county to another, so as to give each community benefit from the special knowledge of each. If you care to consider this suggestion, I will personally give to the Government forever land up to 10 acres, on either of two good farms."

International Congress of Farm Women: "That model homes with practical modern improvements be established at the various experiment stations of the country."

IDAHO.

"I think that at the experiment stations they should try different varieties of vegetables and berries and methods of raising them successfully. The farmers' wives usually have most of the gardening to do. She will often find that while some things will not do well in her locality, in some other place having the same kind of soil and climate they do well.

TEXAS.

"We need experiment stations and gardens."

LIBRARIES AND READING COURSES.

Letters from 28 States voice the demand for some system of educational extension among the adult rural population. To some this means merely circulating libraries which will put current fiction within easy reach, but there are many others who look for something far more comprehensive than this. Among the suggestions that recur most frequently is a reading course to be planned by the Government.¹ On the other hand, one California woman wants a correspondence course, not in literature, but in the business management of that part of the farm home of which the woman has charge. This, however, is more or less of an exception. In general, the appeal is for more mental food. The Government is asked to provide circulating libraries, or to assist in organizing the women so that they can secure them, or to give advice on what to read² and how to use the library in the neighboring town—in short, to aid the farm woman by helping her to find pleasure and enjoyment apart from her work.

NORTHEASTERN QUARTER.

MAINE.

"Probably the islands outlying the coast of Maine present a peculiar state of affairs among the women on farms. Here most of the farms border the salt water, and combine with farming either fishing or summer boarders—often both. Fishing gives women the opportunity of supplying different varieties of nets to the fishermen. Summer boarders furnish most, or all, of their profits to the women. Large sums are earned by laundry or other work for summer guests. In this way it will be seen that farm women on these islands are more than self-supporting; they are prosperous citizens, frequently earning quite large stipends, owning property, holding bank accounts, and at the same time presiding over large, prosperous, well-furnished homes,

¹ See Appendix A for reading courses.

² Some of the specialists of the department have made suggestions as to books which should be included in a small farmers' library. This list, which is not an official publication, will be supplied to those interested in establishing small libraries, on application to the Office of Information, U. S. Department of Agriculture.

and adding year by year to their holdings. And yet their lives are narrow to a degree. Their horizon is bounded by the parallel marks that cross the dollar sign. Money getting is the highest ambition. Money is the end of all things. Their minds are so narrow that the things really worth having are eclipsed by the immediate prospect of earning and saving more money, to be invested so it will earn yet more. To maintain the schoolhouse as sort of open community club rooms might have its advantages. There should be someone up to date at the head of affairs in each district to frame reports, voice questions, and make plans for the good of the community. There should be some musical attraction, if possible, and an occasional wide-awake speaker from outside, to call attention to the problem of women the world over. These women need, largely, education in its broad, univesal meaning."

NEW HAMPSHIRE.

"I would suggest that you raise her standard. Educate her to see her surroundings; to appreciate the beauty of nature; to appreciate farm life; to beautify and develop her home and her family; to utilize the common things."

MASSACHUSETTS.

"On the side of overcoming the emptiness of rural life; articles suggesting courses of reading, both along the line of better farming and of subjects of public interest. Perhaps the wider use of the rural school or church for social centers or for discussion by farmers, their wives, sons, and daughters might be suggested."

CONNECTICUT.

"The department should aid in developing rural circulating libraries. A good beginning has been made in some parts of the country, but much remains to be done."

NEW YORK.

"One neighbor suggests that a traveling library would be fine, especially in the winter."

"I have often wondered why circulating libraries could not be established, by the State, free of charge, in school districts, including a set of good encyclopedias, not books of history, but best fiction, the library being looked after by some woman, old or young, of the district, the readers meeting to discuss books and authors. When a score or more books had been exhausted by a district, an exchange made with some other."

"We want to raise our standards of living and never for a day do we want to lose any advantage that we have gained. To do these things we need high ideals, earnestness of purpose, energy, and money. Whatever you can do toward helping us secure these things will be helping to promote the best interests of farmers' lives. We can not and will not be considered apart from our families. Whatever tends to increase the prosperity of farmers, individually and collectively, helps us, the farmers' wives, and this is the help which we desire from you."

"I believe, as I note the views and life of the farm woman, that legislation can not be made as strong a factor for good and to reach all as literature can. I do not mean just agricultural literature telling of soil, how to plant and sow, for we have to use common sense behind all book learning to be successful. But combined with such helps, messages of sunlight, through literature, force home the truth that capital and labor are on equal footing in honor and respectability and that neither could do without the other. Literature raises one to think better thoughts and to feel and see the handiwork of God in field, tree, and flower. And feeling work is hard. We pause, the truer, nobler thoughts come and we note it is a blessed thing that we are able to work. Let us thank God that we can."¹

A man: "All you could possibly write in the way of helpful hints would not do my own wife any good. She would not read them. I have been getting the Cornell reading course; lots of good reading in those circulars; but I have not been able to interest her in them. I hope this is an isolated case and that other women are differently made up."

¹ See Appendix A, "Study of Literature."

PENNSYLVANIA.

"The libraries must be expressly for the towns. We have a large public one in——, but unless you live in the city you have no access to it. Why?"

"Lack of proper literature and time to read it."

"We would have the Department of Agriculture send circulating libraries of the best books—home economics, fiction, history, missions, etc."

OHIO.

"There is a need in the line of literature. Many women do not know what to read. An outline of good books for the busy housewife would be appreciated.¹ Many mothers greatly desire to have good literature for their little ones and for the older girl and boy, but they are ignorant as to what books to choose for their children."

"While we live near Cleveland and can get reading matter from the libraries there, the women who are not so favorably situated would appreciate much, I think, if they could have a library established for them. Perhaps some one could be found who would take charge of it in some home."

A man: "Much is being written in leading farm papers about life on the farm. The main idea presented is to enlarge the woman's vision of life. Help her to look beyond her daily toil; to get her to see her duty as queen of her home, and how to make life on the farm attractive for the other members of the family."

INDIANA.

A man: "One lady suggested the Department of Agriculture make out a course of study dealing with subjects of interest to women in the country.² Then the women reading the same books and pamphlets would likely form societies. These societies to meet at the different homes at stated periods and discuss the subjects read and studied. The department might send a competent person or persons to deliver a few lectures to the women of the different societies and their friends once or twice a year. Anything that will bring the women of the rural districts together and promote sociability and unite interest and action would assuredly be of great value."

MICHIGAN.

"I believe in the grange and other clubs, especially local social clubs and ladies' sewing circles. A book club where every member buys one book and all are passed around the club would do much for the pleasure and enlightenment of those who are able to join. Farmers' wives can visit splendid libraries in our small towns, but they are not familiar with the libraries and do not know how to use them. If they could be made to understand how great a benefit and pleasure they could derive from an hour spent in their town library some few might form the habit of going there to wait for their husbands, instead of anxiously waiting on the corner. I believe a pamphlet sent to our farm homes with instructions as to how to use and enjoy with profit our splendid libraries might help many living near town to overcome their shyness, and form that most precious friendship for mankind, the love of books."

WISCONSIN.

"An improvement in the school libraries, or better yet an up-to-the-minute library for older folks; magazines and daily papers, a central place for all to meet, etc."

MINNESOTA.

"That rural mail carriers be permitted to deliver free of charge (or at a low charge) to their patrons books from the local public library, on condition that the library deliver to and collect from the post office said books. Such a plan would be a unit in educational extension work in rural communities."

¹ See Appendix A, "Study of Literature."

² See Appendix A.

IOWA.

"What reading is the best for the busy housewife, and where can she get it at the lowest cost?"

"Perhaps the only reading matter in the house is the county paper; so, when that is read they go to bed. To show how eager some young men are to improve, I will relate an incident which took place last winter. We are subscribers to a splendid farm paper coming weekly. These papers soon pile up, but we always dislike to destroy so much good reading matter and really valuable information. One day two of our neighbors' boys, young men taking charge of a good-sized farm, drove over, and knowing they did not take this paper, I tied up a package of the latest editions and sent out to them, thinking they would be glad to get them. I was much disappointed to learn that they threw them in a ditch before they were out of sight of the house. The mother of these boys is and always has been a 'neglected factor,' and if they were the boys they ought to be, they would see to it that she was taking life easy."

MISSOURI.

"One heart hunger, the need of good, helpful reading—books and magazines pertaining to health, care of the home, juvenile reading of animal life and nature study, where we could secure them as easily as the dime novel and detective story."¹

"I think the greatest boon to farmer's wives, and, in fact, something the entire family could enjoy, would be a good literary and music club, with a circulating library. I shall mention a few reasons for my belief. Owing to the many duties a farmers' wife may have, often out of doors as well as in the house, she forms a habit of spending her time entirely that way and little thought is given to reading or self-improvement.² One woman remarked to me the other day that she 'never had occasion to use what education she had' and so it is consequently forgotten. Even the afternoons spent at the neighbors are often spent in gossip when they might be used to better advantage discussing some good book or some invention, etc. As our dear college president told us on leaving college, 'A girl may think of Browning and Shakespeare and at the same time be washing dishes.' Second, the winter evenings are long and are often wasted in various ways, loafing at the country store and such ways. How much pleasanter and more beneficial they could be, spent in reading and discussing some good book of general interest, a paper on some live, wide-awake subject, and listening to a few selections of good music, barring the trashy stuff found on so many pianos. Third, becoming acquainted with the better things creates a desire for them and is certainly a great step upward. A mother so trained will not allow cheap trashy books and papers filled with blood-curdling stories to lie on her reading table. I am writing these things from personal experience from living in the country. Ours is a typical north Missouri country, with residents who are very comfortably well off and many very wealthy, but residents who are asleep on the subject of education. I am quite sure I could count on the fingers of one hand the college graduates who are living in the rural districts of this county to-day. True, there are many who have gone through college and have been very successful, but they never return to the farm. The question 'why' needs no answer. It is quite evident. There are no attractions on the farm that appeal to the educated man or woman. There are no public libraries convenient, no literary societies, no debating clubs, no church organizations and very, very little social life; and with this prospect, eventually the college-bred boy or girl goes to the city. In this way the leaders, in short, the best of the country and the ones to whom we look for the betterment of rural communities, especially in an intellectual way, are no help. The rural school-teachers are never college graduates and often have little education. Then, I say, the seed can be sown by the mother who has learned these things (and though few) from her literary club and good magazines that she may create a desire for better things—an air of refinement and good breeding in the home and a place that will satisfy the grown-up boy and girl. May we not have advice as to the best way to organize clubs, and information on subjects of interest suitable for discussion there?"¹

¹ See Appendix A.

² See Appendix A, "Study of Literature."

SOUTHEASTERN QUARTER.

VIRGINIA.

"Country people have a library of knowledge and wisdom called the great Book of Nature in their midst, always there and filled with only truth. Can't you help them to read it?"

"A reading course that takes into consideration the beauty of home surroundings, house furnishings, sanitation and rules of health, cookery, etc."

GEORGIA.

"We need a good library—a national affair where we can get books sent to us through the mail free of charge and return same way subject to library rules. We women need something to uplift and strengthen us to make better wives and mothers."¹

"The department has done a great deal for white women, but practically nothing for the colored women. It seems most practical to reach them by canning clubs, corn clubs, socials, and mothers' meetings, especially when these organizations are developed along other lines than their primary objects."

FLORIDA.

"First, a community center where good lectures, good music, readings, and demonstrations might be enjoyed by all. A public library station."

"We feel if circulating libraries containing books that can be suggested on purity, hygiene, social service, and scientific instruction, that our women in the rural districts need to read for the protection of their children; also books on farming and poultry raising, botany, culture of flowers, and many other themes that will help them to discover the special charm and advantage of living in the pure air and being familiar with the beauties of nature and thereby make our people desire to stay on the farms."²

WEST VIRGINIA.

"A Government farmers' reading course similar to that conducted by the Cornell (N. Y.) station.

TENNESSEE.

"Education is the first thing needed; education of every kind. Not simply agricultural education, although that has its place; not merely the primary training offered by the public schools in arithmetic, reading, grammar, etc. I mean the education that unfastens doors and opens up vistas; the education that includes travel, college, acquaintance with people of culture; the education that makes one forget the drudgery of to-day in the hope of to-morrow. Sarah Barnwell Elliott makes a character in one of her stories say that the difference between himself (a mountaineer) and the people of the university town is 'vittles and seein' fur.' The language of culture would probably translate that into 'environment and vision.' It is the 'seein' fur' that farm women need most (of course there are plenty of farm women educated and cultivated, but not the majority, I know), although lots of good might be done by working some on the 'vittles.' Fried pork and sirup and hot biscuit and coffee have had a lot to do with the 'vision' of many a farmer and farmer's wife. A good digestion has much to do with our outlook on life. Education is such an end in itself, if it were never of practical use. But one needs it all on the farm, and a thousand times more. I think I have had use of every fragment of knowledge I have ever acquired, even to Greek and analytic geometry, and still I am in the primer. Knowledge is power, as I learned years ago from my copy book. But even if it were not, it is a solace for pain and a panacea for loneliness. You may teach us farm women to kill flies, stop eating pork, and ventilate our homes; but if you will put in us the thirst for knowledge you will not need to do these things. We will do them ourselves. In this community we live close to a city and many of us have spent part of our lives in the city, so our problems are not quite those of the more isolated communities. But I have lived in isolated communities, too, and the remedies suggested are for the remote and less educated settlements."³

¹ Comparatively few people understand the large number of valuable publications on a wide range of subjects which the Federal Government and the State agricultural colleges and experiment stations are glad to supply free or at a nominal cost. See Appendices, especially Appendix D, "The Government Bookstore," for method of buying Government publications by mail.

² See Appendices for lists of publications.

³ See Appendix A.

NORTHWESTERN QUARTER.

MONTANA.

"We need circulating libraries but have none in Montana and do not know what to do to get them started except in our own locality."

WYOMING.

"I read your communication to the ladies of the Woman's Christian Temperance Union and it was suggested that your department furnish the women with plans and outlines for forming a club among the farmers' wives, also topics and courses of study beneficial to farm women to be used in these clubs."

IDAHO.

"The primary need of the farm woman is specialized education."

UTAH.

"Something that would enable the mother to help her children get information the schools do not give in such subjects as sewing, cooking, household management for girls; farming, carpentry, etc., for boys.¹ I believe outlines and suggestions would be helpful. Mothers many times do not get any aid from the schools in these subjects. A circulating farmers' wives' library in each State might be helpful even if small."

WASHINGTON.

"A great help to the rural women would be a library. We have women's clubs here, and the nearest library we have access to costs us 50 cents boat fare to get to it. In our debates, papers, etc., we certainly have a crying need of a library."²

"Of good and instructive literature there is but very little; in many homes none. The majority of families have a musical instrument, either organ or piano. But the music—it is either hymn books or 'rag time.' In some homes both together."

SOUTHWESTERN QUARTER.

OKLAHOMA.

A man: "The past 13 years I have been postmaster at this office, and I have been a close observer of the reading matter that goes into the farm homes to be read, of course, by the wife and daughters. The average farmer spends some money each year for the family reading. At least 95 per cent of this literature is the light, trashy class, containing the silliest of silly love stories, the adventures of desperadoes, detectives, and outlaws, and that class of reading matter which, to my mind, is degrading, has no inspiration to a higher life, and imparts no information to the reader. This class of literature does not impart an elevating thought, nor a practical suggestion for the comfort, convenience, or happiness of the reader. Many of the pages are filled with glaring fake advertisements, and thousands of dollars are sent through the mails yearly, for which the remitters receive no benefits. At the same time the Government is spending thousands each year to chase down the faker, while this same Government suffers its mails to be burdened daily with the publications blandishing these fakers' ads to catch the wife and family. If the Government would bar this light and worthless literature from the mails, these homes might be supplied with magazines and newspapers that would elevate, enlighten, and instruct their readers."

TEXAS.

"I once had the wife of a farmer in good circumstances ask me to please lend her some of my magazines to read; said she hadn't taken one since she had been married. She said, 'Jim has to take several farm papers to keep up with the modern ideas of farming and he feels that is all we are able to afford.' If there is anybody that needs to keep up with the modern ideas of things in general, it is indeed the country woman, and in reading is her only chance, for she certainly has no opportunity to do it by association."

¹ See Appendix E, Publications of Office of Indian Affairs.

² See Appendix D, for "The Government Bookstore."

"A traveling library would be of greatest benefit, especially one that awakened thought and interest along new lines and at the same time elevated the everyday practical work that is incumbent upon all of us who perform the duties essential to the preservation of the home and the conservation of health, and at the same time the economic expenditure of revenue. The country must be made attractive. It must be made so much so that people will want to live in it. Not the dreamer who plans a model farm into which he puts much time and money that he has made at something else, but the man and woman who take from the soil the means of providing a home and the maintenance thereof; the education and protection of children and a competence in old age. It is to these people that the country must be made attractive and it must be done by a new emphasis on the home and social life. Every schoolhouse should be made a library point and social intercourse should be encouraged."

"A plan for immediate operation would be for the Department of Agriculture to outline a course of study for the farm woman. This course to be published in book or bulletin form on subjects of interest to the women on the farm, such as labor-saving devices, health in the home, care of children, the handy kitchen, poultry, value of different foods, canning, vegetables, etc. Now, as to reaching the farm women. Each neighborhood should organize a club for the purpose of studying this course, the department to send each club one course free or at actual cost. This is a simple plan and can be easily carried out, for a leader in each neighborhood would insure its success. Organizers are sent out to start farmers' institutes, clubs, etc., so why not for these 'study clubs' among the women? Any plan to help the woman on the farm must be one that is carried to her; nothing else will reach the most of them. They are neither a going nor a reading class, so the successful plan must be one that is actually brought to their very doorsteps. 'Study clubs' will solve the problem."¹

NEW MEXICO.

"If there could be devised means for the social uplift of women in the remote rural districts, it would tend to palliate or cure many of the ills in those neighborhoods. If women could be induced to interest themselves in the study of the arts and sciences for which they may cultivate a liking, it would pleasantly occupy their minds and curb the gossiping habit, which is all too prevalent where ignorance prevails. If we could have books and lectures written in an interesting and easy-to-understand style, after the manner, for instance, of the correspondence schools, and a law enacted compelling women to devote an hour or more daily to study, followed by periodical examinations, it would surely bring about a better condition of affairs throughout the country. If Wisconsin can have an antigossiping law, why can not the Nation have a general compulsory education law?"

CALIFORNIA.

A man: "Show the women how to make use of the good things already within their reach and how to live and think so as to enjoy the best of mental and physical health. I do not think anything of a revolutionary nature is needed. Just press forward with the educational work by every means possible."

"There are hundreds of us women who have spent nearly all our lives, first going to school, then teaching, clerking, doing office work, or the like. Most of us had no opportunity nights or holidays to learn to keep house, or we were too tired to attempt anything systematic when the chance offered. We know generally about care of a house, cooking, table setting, laundry work, etc. But we know nothing accurately. We get married to farmers, office men, laborers, whose means are not any too great. And one day we wake up to the situation of being very incompetent, wasteful, disorderly, unscientific, and far from economical in our house administration. We can't afford to be what we are. Our husbands are careful business men. We wish to be careful business women. But we don't know how. Can't the Department of Agriculture help us out? Could there not be a course of study by mail, beginning with the simpler kitchen work, and following up the idea all the way to the finish? It seems to me there could be, but I can't make any plan. I hope that you can really do something to help out the intelligent but untrained young housewife. P. S.—I don't mean a cookbook. We have loads of them already. I mean instruction."

"It seems very apparent that a mental stimulus would do much good. They need to be brought out of their narrow view and complaining of present method of living. Perhaps the establishing of libraries, and creating an interest in reading good books,

¹ See Appendix A.

magazines—in fact, all sorts of literature—might be one way to help them. Once her pride is aroused to an interest in home, husband, and children, also her own personal pride, the problem of her discontent is practically solved. Farm women need the social phase of life just as much as, or even more than, running water and sink in her kitchen. Convenient meeting places for ‘get-together’ times should be provided, and maybe some form of organization might be suggested. For my own needs I would like literature more than anything else.”¹

MEETINGS AND LECTURES.

Lectures not only for instruction in domestic science but for general information and recreation are advocated by a number of correspondents. This is especially noticeable in the West, where there is a feeling that the public schools should be utilized for this purpose. In addition to actually lecturing it is suggested that the lecturers should take an active part in organizing women’s clubs and cooperative societies. Motion pictures and phonographs are also mentioned as means of lightening rural life and bringing some much-desired entertainment to the workers. On the whole, however, it is practical instruction in every-day problems that the majority of the correspondents desire. It is evident that they hope that the Government will be able so to organize this instruction that the busiest housewife can hardly help but profit from it.

NORTHEASTERN QUARTER.

NEW YORK.

“The best way to disseminate knowledge among farmers’ wives is by sending a speaker to address their meeting. Farmers’ wives like to go to a ‘meeting’ and listen rather than read. They read, but it is generally very poor fiction. A speaker on some Saturday night beside giving them information would arouse a desire to read more along that line rather than light fiction.”

“Of course, lectures would be helpful to those who could be induced to attend.”

DELAWARE.

“Some suggest moving picture shows to travel through the country at stated intervals; other say to establish clubs.”

OHIO.

“Send us more educated lecturers for our farmers’ institutes. What few we have are doing a power of good, but we need more and then more of them.”

“Women’s organizations are few. The country women have, many of them, fallen into the habit of using work as their only kind of recreation. They need the lecture so common to our city sisters on all phases of domestic science at such meetings dealing with problems of the home.”

“I think special lectures should be provided for them in the several townships. A traveling school of domestic science would be a delight to many.”

INDIANA.

“The Department of Agriculture might send a competent person or persons to deliver a few lectures to the women of the different societies and their friends once or twice a year. For anything that will bring the women of the rural district together and promote sociability and united interest and action would be of great value.”

ILLINOIS.

A man: “Suggest ways of cooperating among farmers’ families to secure lecture courses for instruction in the country community organizations for mutual improvement and recreation.”

¹ See Appendix A, “Study of Literature.”

MICHIGAN.

"Institute courses of lectures and entertainments in country churches and school houses, mixing pure, wholesome fun and pleasure with instruction. Here the farmer may be brought in touch with men and girls needing work, and arrangements be made to meet the needs of farmers' wives."

"Occasional free lectures on interesting and entertaining topics to give the women and children a glimpse of life elsewhere and divert thought awhile and create a social feeling among us all. Of course ordinarily such would be conducted in the evening, as time is too precious on the farm to take a day off.

"Summer chautauquas are another source of pleasure and profit to her. I know women who look forward from one summer to the next to the chautauqua. Anything which the department can do to place any of these things within reach of the women in the country will help her and will make her feel that she is a necessary part of the Government."

MISSOURI.

"Have lectures and demonstrations on fireless cooking, house furnishing, cooking and serving, on clothes (how to select good cloth, etc.)."

"We need at least one competent person in each county as a society leader. One qualified to get the women together and lecture to them on the many subjects pertaining to home and housekeeping."

SOUTHEASTERN QUARTER.

VIRGINIA.

"I would suggest a corps of lecturers to be sent out by the department to lecture in schoolhouses or churches upon efficiency, deftness, and economy in farm housework; and upon dietetic values, sanitation, and ventilation. This is a popular form, illustrated if possible by moving pictures and by the ablest lecturers you can procure. An efficient clerk is often but a prosy speaker, and too often but a theorist, and the very people who most need help can not be reached after having heard one disappointing failure, so if any are sent let them be of the country's best."

"I would suggest that the lecturers need not all dwell on housework and its problems. One might tell us of the birds, for are we farm folk not most ignorant of our neighbors of the air? Another might tell us of the power of poise, of the strength gained through physical culture, for are we not lamentably careless there, poor dull Jacks and Jills that we are? And in conclusion if the men were interested, and surely curiosity would make them so, would not these lectures, if delivered at seasons convenient to the farm people, lead to neighborliness and cooperation and do much to promote profitable entertainment which is so lacking in the lives of many farmers' wives?"

NORTH CAROLINA.

"Now, I believe she could be cheaply educated if the Government would establish a society meeting one evening in every week at the schoolhouse, and have some learned, competent persons give scientific instruction."

"The country woman needs education, recreation, and a better social life. If broad-minded, sensible women could be appointed to make monthly lectures at every public schoolhouse throughout the country, telling how and what to do, getting them together, and interesting them in good literature and showing them their advantages, giving good advice, something like a 'woman's department' in magazines, this would fill a great need in the life of country women. Increase our social life and you increase our pleasures, and an increase of pleasure means an increase of good work."

GEORGIA.

"I see a lot written on 'back to the farm,' 'rural uplift,' etc., but if something is not done to uplift, and educate in the way of lectures, something for recreation for the hard-worked farmers' wives, people will keep going to the towns, and high cost of living will still continue. Can't you send lecturers, and let them speak about in the county, where needed, on any subject that would be of interest and benefit to the women?"

FLORIDA.

"Some of our ladies with whom I have talked have suggested that experienced lecturers be sent out to the schoolhouses, where all of the women would be called, to lecture on sanitation, properly cooked foods, the need of screened houses, to promote health, and to prevent typhoid germs; also on lines that will help the mothers know how to protect their girls as only a mother can, also her boys."¹

TENNESSEE.

"I think moving pictures are the greatest educators of the age. If the instructor could have a number of slides showing the difference between the wholesome, sanitary, well-kept home, and the careless neglected home, she could then easily teach them that housekeeping was not the going through the same thing day after day, as most women think it is, but that it is a beautiful and useful employment."

A man: "I have taken this matter up with the housewives, but it seems like we can not get them interested in this move, which is one of the best moves in the country; but we have a bunch here that is still in the rut, and it seems like we can not get them out; and the only way, you will have to get men in the field to make speeches, and then we will have to work hard to get them to attend, unless we tell them it is a very important matter to the housewives and that they should attend."

NORTHWESTERN QUARTER.

NORTH DAKOTA.

"A good lecture course, for instance, including motion pictures showing the most notable events that are taking place out in the world, would be most acceptable."

NEBRASKA.

"In my opinion one of the ways that the Department of Agriculture could render aid directly to the women of the United States would be for it to send out lecturers to lecture to the women on important subjects of the women, such as 'How to care for and properly feed sick children' or 'How to cure and properly cook meat.' Thus the American women would learn how to do her work the best and find enjoyment in doing it."

KANSAS.

"Teach cooking, best methods with poultry, expert lectures as to architectural construction of farm buildings, lectures advising literary and debating societies and rural periodical social affairs that bring variety into the humdrum life of women and girls on the farm. Suggestions for cooperative laundries would be acceptable. It seems to me a sort of winter chautauqua, operated by the Government, would be the greatest of rural blessings. The town chautauquas come at a time of year when it is hard for the farm folks to attend, especially the evening sessions. There is no real content or happiness unless the farmer's wife can feel that she is a 'progressive factor.' Keep her ideas up to date by permitting her to know the best way for everything that touches her or her life."

MONTANA.

"A lecturer on domestic economy at schoolhouses would be fine."

COLORADO.

"Public lectures and libraries would be a great help to both women and men. Men are sent to lecture to men. Why not occasionally send a woman to teach domestic science? It would help us and we very much need something in a social way."

WASHINGTON.

"Another thing we need is a little outside stimulus in our colorless lives. If our great Uncle Sam would take cognizance of some of our little schoolhouses and send maybe a lecturer to give us some interesting and instructive talks on subjects vital to our well being, and that of our children, how we would appreciate it."

¹ See Appendix A.

A man: "Get busy and put into the field a squad of lecturers—a dozen or three dozen, all over the Union, to set forth the advantages of country life over city life. State what the advantages are. Lecture to them. Then advise them to take a course in domestic economy at the agricultural experiment station, and the stations will do the rest. This will give the women something to do."

OREGON.

"Could the Government through the extension departments of the agricultural colleges utilize the motion pictures for the amusement and instruction of the young people on the farms? I think something has been done along that line."

SOUTHWESTERN QUARTER.

TEXAS.

"I would suggest that for each county your department select an efficient, dependable, and reliable county agent, clothed with authority to investigate, to whom and through whom you can secure reliable information as to conditions, to distribute circulars, bulletins, and literature to those that will carefully read and investigate; first, to the mother; second, to the teacher; third, through organized effort, direct the social, moral, and literary growth, through the proper distribution of bulletins, teachers, lectures, that will furnish food, that will give growth to the highest order of efficient, patriotic citizenship. We must educate."

WOMEN'S INSTITUTES.

NORTHEASTERN QUARTER.

NEW YORK.

"We would urge the department to arrange for a series of women's institutes, or conferences where women may discuss their problems, similar to the farmers' institutes, these institutes to be conducted by practical and scientific women—that the principles taught in the farmers' institutes in regard to sanitation, water supply, sewage, and breeding of animals be applied in the women's meeting, teaching them these things in connection with the home."

"Better and more practical lady speakers at farmers' institutes."

PENNSYLVANIA.

"That institutes be held for the benefit of the women and that they receive instruction from women who are thoroughly versed in all topics relative to the work."

OHIO.

"I believe we should have more lady institute speakers. There is plenty of talent in the rural districts."

INDIANA.

"Some method of awakening farm women to their opportunities by forcible speakers at institutes, etc."

MICHIGAN.

"Institutes entirely for the women would help."

NORTHWESTERN QUARTER.

KANSAS.

"I think more women ought to have employment in agricultural colleges, etc."

MOTHERS' CLUBS.**NORTHEASTERN QUARTER.****OHIO.**

"Mothers' clubs would greatly help the inexperienced and nonmother-witted, as well as the most intelligent and up-to-date. To know how to care for the dear children intrusted to our care is of far more importance than are the pedigrees of our finest stock. In time past the woman owning a large farm stocked with choice hogs could gain intelligence from the Government for same in health and in sickness, but the woman who was raising a large family of children to go forth as voters could not receive satisfaction if she applied."

SOUTHEASTERN QUARTER.**SOUTH CAROLINA.**

"We should be organized into mothers' clubs and provided with good libraries containing information on such subjects as domestic science, domestic economy, physiology and hygiene, bacteriology, etc. One can receive no greater inheritance than a healthy mind and body."

SCHOOL CENTERS.

(Use of schoolhouse for social meetings, lectures, etc.)

NORTHEASTERN QUARTER.**NEW YORK.**

"While there are probably many who are kept at home by various circumstances still the larger part, in this county at least, seem to prefer to amble around in a narrow orbit consisting of the farm, the county fair, and a trip to town occasionally. They need waking up, and to do this I should suggest the use of schoolhouses as amusement and instruction centers. I know this has been in practice for years, but it never seems to have been put into effect through here. We have five country schools within a radius of 3 miles, and not one is ever used outside of school hours and won't be until such a course is made very emphatic."

PENNSYLVANIA.

"School buildings made recreative and social centers for public meetings, where playgrounds should be established for children."

OHIO.

"In a social way, we should have places to meet either in halls or schoolhouses. Our schoolhouses could be arranged and the grounds around made more attractive, and they would be very suitable places for gatherings."

A man: "A social gathering place where all can meet on common ground. That place certainly is the district schoolhouse. A regular gathering at the schoolhouse, led by someone outside, some expert or college graduate. In short, a lecture course that would interest rural folks and be something to look forward to, besides just work, work, work. In times past the debate and spelling school were a great deal better than nothing at all, and still would be but for one seemingly insurmountable drawback, and that is disrespect of order has caused the closing of every schoolhouse in reach of this place (as a social center). The quiet citizens of the district simply refuse to be run over by a pack of rowdies, and there are few who care to risk being slugged in the dark for trying to enforce the law. A traveling speaker, clothed with proper authority, need not fear this reaction."

MICHIGAN.

"Encouragement for the spread of rural social service, with rural teachers as leaders and rural schoolhouses as centers for the work."

MINNESOTA.

"Sundays could be spent a little more pleasantly if we could have sermons and lectures given in rural school buildings from 2 to 4 Sunday afternoon, as this is the only time a farmer's wife can spare."

IOWA.

"A neighborhood center where the school should be located. A hall for church, social, and club life."

SOUTHEASTERN QUARTER.

VIRGINIA.

"It would be a great favor for the women in rural districts to be allowed the privilege of using the public schoolhouse to hold oyster suppers and other social functions. There are no other public buildings in the neighborhood for such purposes and the school officials will not allow the schoolhouse to be used for anything but school."

FLORIDA.

A man: "An influence should be exerted over the public school officers of the rural districts to make the school a social center."

SPECIAL EDUCATIONAL FACILITIES FOR FARM WOMEN.

Forty-seven of the writers, representing 25 States, recommended in their letters that the department establish a special bureau devoted to the interests of the woman on the farm. Many thought that this should be in charge of a woman and a few specified a "farm woman" as the proper leader. On the other hand, many insist that whatever benefits the farmer or increases the profits of farming will also directly and indirectly benefit the farm woman. They point out that the farmer and his wife are, or should be, in closer partnership as to business and domestic matters than is common in the city where wage earning is separated from the urban home which is largely concerned with conservation of income and not primarily engaged in money-making activities.

The idea of such a special bureau seems to be particularly popular among Missouri women, 11 of whom discuss it in their letters. It may be said, however, that a chain of clubs in this State became interested in the idea and many of the letters from this and other States were from members of "country culture clubs." Others suggested that a woman assistant be appointed to serve as a clearing house of information on all subjects connected with farm homes or to make surveys into the needs of farm women.¹ Several recommend a bureau of domestic science or household economics which would supply information through bulletins on floriculture, gardening, dressmaking, cookery, recreation, hygiene, household economics, and, in fact, all subjects dealing with the social and manufacturing duties of women on the farm. One of the writers, however, objected to the term "domestic economy" and suggested calling the bureau the "office of household affairs."

One of the Missouri women suggested that the woman's farm bureau should conduct traveling schools and provide traveling nurses for rural schools.

Another woman advocated the establishment of a central bureau, with stations or branches in the States, under the supervision of the Department of Agriculture. The branches should organize the women into township clubs which would serve as local centers for

¹ The department is conducting a number of surveys into domestic conditions such as the writers recommend.

the dissemination of material supplied through the central and branch departments. Women lecturers, under this plan, would be assigned to each congressional district.

A New Jersey woman recommended the appointment of a board or commission of four or six women, coming from different sections of the country. This board would suggest legislation that might benefit housewives and women in general, and assist women to organize. This writer concludes:

It is a well-known fact that it is not the work that the women do that ruins their health, but the adverse conditions under which the work is performed.

A man writing from Louisiana advised that a department should be established to better the condition of the women of the country. He recommended that it be run on the same lines as the Farmer's Cooperative Demonstration Work, and that a woman who is a graduate of some reputable college, thoroughly trained for the work, be appointed in each county to give attention to the welfare of the women. These women could enter the homes and without offending give practical lessons in home economics and arrangement of the home to give the family better service.¹

Another man, writing from Oklahoma, recommends a survey by women who are tactful and endowed with plenty of common sense—a "farm-home survey." He believes that one woman in a State, for six months or a year, could get together enough material for an important report.

A woman writer, writing from Washington, suggests that the department add a department for the women on the farm, headed by a woman of broad sympathies, and that it work with the people along the lines of the Wanderlehrerin in Germany.

The International Congress of Farm Women (assembled at Tulsa, Okla.) recommended: "That the Department of Agriculture assemble into one bureau the work already being done by the department of value to women and add thereto whatever features would contribute to the strength of this work."

Representatives of the National Council of Women Voters advise a bureau for farm housekeeping which would issue compilations bearing particularly on model homes.²

A New York woman wrote:

How would it do to have what might be called a Women's Public Service Commission with head office in Washington, and branch offices in every town containing a sufficient population? I believe that such a commission, filled by broad-minded women whose advice could be sought without cost, might be a great blessing. Farmers' wives have no one to whom to go for advice on their problems.

A member of the Kentucky Federation of Women's Clubs recommends a farm woman's bureau which would maintain traveling schools, traveling libraries, and supervise rural nursing.

Other writers suggested that the Grange should undertake this work and establish a household department, with a practical farm woman to control and manage its workings, and issue monthly household reports and household bulletins and circulars.

¹ Many of the needs indicated under this head are to be met, in part, at least, by the State agricultural colleges under the provisions of the Smith-Lever Act. (Appendix B.)

² The department has assigned a number of architects and engineers to develop plans for better farm homes and to suggest improvements in water supply, sewage disposal, and general sanitation of farms.

INSTRUCTION THROUGH PUBLICATIONS.

WEEKLY OR MONTHLY PUBLICATIONS FOR WOMEN.

A number of the writers asked the department to publish a weekly or monthly periodical similar to the crop correspondent's letter, but dealing wholly with matters of direct interest to women on the farm. Such suggestions came from 32 States.

Other women suggested that more space in the regular Weekly News Letter to Crop Correspondents should be devoted to women's interests. Still others asked that the small town and county seat newspapers and agricultural publications be induced to devote space to printing information for women collected by the department.¹

Among the specific subjects which writers believed should be treated in monthly or weekly magazines, in letters to be published by the press or in the News Letter, are poultry raising, flower culture, cooking, fancy work, foods, sanitation, preserving, care of the home, labor-saving devices, use of gasoline and power, butter making, care of cream and milk, smoking hams and bacon, maintaining the household on a business basis, plain lessons in domestic science, duties of motherhood, rearing of children, methods of using food and other material now wasted on the farm, harvesting and ways of combating insect and other pests and diseases.²

Following are extracts from some of the letters:

PENNSYLVANIA.

"I think an official paper like the agricultural bulletin could be sent to each woman on the farm. Obtain names from the Grange or send copies to the Grange to be distributed. The paper should deal with domestic science, cooking, canning, preserving, notice of frauds, care of the home, ventilation, matters pertaining to the health of children, etc."

INDIANA.

"I suggest that the department publish and send to each farm woman—not just one in a county, township, or school district, but to each farm woman—a publication similar to the Weekly News Letter. I believe the publication should be sent out often in order that interest in it may never die, but keep growing. It must be brief so that even the busiest woman will have time to read its pages—it should be attractive in appearance, especially at first, as this will save it many times from being destroyed before its value is realized. It should be handy to file and keep if similar to the bulletins in size. It should have in each publication one simple, beautiful, soul-inspiring thought. Let it be something easily held in memory.

"The main part of the publication I would have tell of things similar to those told in the News Letter to the crop correspondents. So many do not know of the bulletins. Farm women do not know much in regard to the other departments, such as the Children's Bureau, etc., and the bulletins from them. Many know but little about the

¹ The Office of Information, U. S. Department of Agriculture, will cooperate with editors and writers in making accessible to the public the department's information.

² Farmers' Bulletin 142: "Principles of Nutrition and Nutritive Value of Food." Farmers' Bulletin 183: "Meat on the Farm: Butchering, Curing, and Keeping." Farmers' Bulletin 185: "Beautifying the Home Grounds." Farmers' Bulletin 203: "Canned Fruits, Preserves, and Jellies." Farmers' Bulletin 270: "Modern Conveniences for the Farm Home." Farmers' Bulletin 277: "The Use of Alcohol and Gasoline in Farm Engines." Farmers' Bulletin 287: "Poultry Management." Farmers' Bulletin 359: "Canning Vegetables in the Home." Farmers' Bulletin 375: "Care of Food in the Home." Farmers' Bulletin 413: "The Care of Milk and Its Use in the Home."

State agricultural colleges and the help to be gotten from them. There are many things, I presume, that we do not even know that we are ignorant of, that the Department of Agriculture could tell us about. Through this publication the opportunity could be held open for us to keep on telling the department how it may be of service to us. Questions and answers that are important or that would give desired information might be published. Any desired improvements in diet, dress, schools, labor matters, etc., can be brought about much more easily if every one is being educated and trained along the same lines at the same time. One can hardly do things entirely different from his neighbors even when it is the best way, because neighbors in the country work together more or less."

DISTRICT OF COLUMBIA.

"Get out a monthly bulletin in the shape of a neat little magazine and call it 'The Farmer's Wife.' Women like something of their own—their own money in their own purse—they like a periodical published in their behalf and in their name."

ARKANSAS.

"I would have the department issue a monthly magazine, a copy to be sent to each farmer's family. Would do a great deal of good. The private publications are well worth the money but the farmers who make the entire wealth of the country have very little cash left after necessary expenses are paid. Reading matter is looked upon as a luxury and not a necessity, consequently almost three-fourths of the farmers' homes are without reading matter. What papers they have are usually blood-and-thunder trash, and cheap papers full of advertisements of cheap jewelry. The children of the families on both sides of us look forward to the coming of our magazines, especially the 'cut-out' pictures. They do not subscribe because there are other things they need more or think they need more. The magazine of this sort, with suggestions from the department, would soon be looked forward to and create a taste for reading that would grow. It should be carefully prepared so as to be easily understood; not have a lot of words of three syllables where a word of one would do just as well or better.

"There are farmers' wives and farmers I know of that never leave their homes from year to year. A little event like a picnic is talked of for months. As far as they are concerned, the end of the world is the horizon. It is the old story of the man with the hoe. No wonder the children leave the farms. It isn't living; it is merely existing. Start with the children and give them interesting reading and the mothers and fathers will finally become interested and one thing will lead to another. It will take time, of course. Two-thirds of the population here are negroes; most of the rising generation can read. Could you educate the negro families better than by a magazine they could read and understand? It should be the policy of the magazine to show up the pleasures of farm life and the advantages against the city and so in a measure try to stop the discontent with the farm."

OKLAHOMA.

"I know of a family with seven children who receive no mail whatever. The paper should contain legal as well as agricultural information. I get tired of the farm papers because they treat only of my own business and I will not get into a rut, and want information regarding the Government in all departments. Farmers have little time for reading."

Another man in Oklahoma suggested that the department establish a semiweekly journal giving the prices for all products and live stock; also a page for farmers' wives through which they could express their views on political and domestic matters, exchange experiences in housekeeping, and similar subjects.

SOUTH DAKOTA.

"It would afford the women special help if the News Letter contained a rural home circle department to include articles on poultry, flowers, culinary department, and requests and answers on everything pertaining to the home, such as fancy work and household hints."

KANSAS.

"Short articles on domestic science, up-to-date conveniences, poultry, gardening, etc., could be distributed through crop correspondents, or if printed in local papers alone would reach a vast number of farm women who obtain no particular benefit from the same publications in pamphlet form."

"Insert separate leaflets or a supplement for women in the Weekly News Letter, or establish a 'Woman's Domain' or some publication to be mailed periodically to the women's country clubs."

"Frequent supplements to the News Letter in the shape of uniform leaflets which could easily be filed in book form. They should be in language that the average farm woman can understand, and not deal entirely with things that only the rich or even the well-to-do families can afford."

OREGON.

"That a portion of the News Letter be devoted to information that would assist in beautifying the American home."

MARYLAND.

"Print plain lessons in domestic science in the News Letter."

WISCONSIN.

"I have already found some good ideas along culinary lines in the Weekly News Letter. I once made the remark, 'Why can't something like that be gotten out for the ladies?' My principal suggestion is that you might have bulletins issued at stated intervals containing helpful thoughts along lines pertaining to rural life. Well-posted ladies from different localities could contribute to these bulletins."

CRITICISMS OF BULLETINS.

Only 23 of the writers offered adverse criticisms of the department's bulletins as issued in the past. This does not include the scores of writers who requested the department to extend its present list of women's bulletins to include other subjects of direct interest to farm home workers.

It was evident from some of these letters that the writers were discussing either professional bulletins not intended for lay reading or some of the older issues which do not comply with the present standard of farm bulletins—"that they must be so interesting in form and so explicit as to attract and be fully understood by the average reader."

INDIANA.

"I have attended farmers' institutes and short courses, and read literature of all kinds, farm papers and such like. Their recipes and instructions usually call for something that the farmer's wife has never seen or had, nor ever will, such as Spanish onions, beef liver, and codfish. Give us help in the things that are on the farm and not what is bought from some grocery. Give us help in the things pertaining to the farm, the country and not the city. Help us to beautify our homes and make them so good and beautiful that our boys and girls will stay there and the city boys and girls will come to us instead of vice versa."

MINNESOTA.

"The department should issue bulletins on cooking, kitchen arrangements, etc., in language common folks can understand. The great trouble with most bulletins issued by your department is that they are written in too technical phraseology."

MISSOURI.

A man: "Whenever printing a bulletin make it plain. Explain some words that you think a poor scholar don't know the meaning of. Remember the farming class are not all college boys."

WISCONSIN.

"We need training in getting the best results in feeding the family and hired help with the minimum of expenditure of money and energy. The department has issued many bulletins along this line, but in such scientific language that the average farm woman can get very little help from them."

SOUTH DAKOTA.

"Many of the bulletins sent out by the department are too full and technical for the class they are intended to reach. Interesting summaries might preferably take their place."

TEXAS.

"We have the Boys' Corn Club and now comes the Boys' Pig Club. Prize farming is an insult to any intelligent farmer, or at least I think so. Prize farming reminds me of when we were children when they used to blow us up on Santa Claus to get us to kill ourselves picking cotton. I am inclosing a newspaper picture of a little boy that deprived himself of milk to give it to the pig. Better give it to the boy and raise a fine boy, and then educate him to be a good farmer."

"It is true that there have been some bulletins sent to the public on the housework, but as a rule the work was not condensed and the housewife does not have time to read it in such lengthy form, and they do not take the interest in it they would if it were sent direct to them and not mixed with the Farmers' Bulletins."

DISTRIBUTION OF BULLETINS.

A number of writers state that while the department publishes much material and is ready to supply information of practical value to women on the farm, few of these women secure the publications or even know of their existence. The women of Illinois, Missouri, Wisconsin, and Oklahoma regarded this matter as of special importance. From practically every one of the Southern States also writers called attention to the fact that the women of their districts were wholly unaware of the efforts of the department to serve women or of their right to seek its help in their farm activities and household manufacturing duties.

That many women are not familiar with the department's publications was borne out by the fact that scores of letters asked the department to publish bulletins on various household subjects, many of which have already been fully treated in Farmers' Bulletins, which have been given fairly extensive circulation. As a result of these letters the Division of Publications at once issued the special list printed as an appendix of this report, showing all titles of bulletins that would be of direct interest to women. This list was sent to every woman who had taken the trouble to reply to the Secretary's letter, and to other lists of women, and given wide notice in the daily and agricultural press.

Various methods for making the publications known and stimulating women to read them were suggested by different writers. Among these are the following:

1. Secure space in the county newspaper and advertise the bulletins for women.

2. Encourage the county papers and other papers and agricultural journals to print the lists of bulletins and explanations of how to secure them.

3. Secure the publication of digests of the bulletins in the papers.

4. A man writes: "Appoint for each county a county agent through whom the neighbors could secure reliable information and obtain circulars, bulletins, and literature. These should be sent first to the mother, second to the teacher."

5. Send the bulletins to every farm woman on the rural free delivery routes.

6. Supply all bulletins to rural teachers.

7. Send bulletins to women who are on the subscription lists of agricultural papers.

8. A woman in Tennessee suggests that the department make an effort through country women's clubs to bring news of its publications to women.

9. A woman in Arkansas suggests that the department make its bulletins known through commercial bodies.

10. A North Dakota woman suggests that a woman in each township be supplied with simple rules for forming a club organization and that new bulletins be sent directly to these clubs.

MICHIGAN.

A man: "Get the crop correspondents to send you the names and addresses of those who most need help. We are not getting at those who most need the information. Once get into the minds of the people that they can get help and you will be at no loss for suggestions."

WEST VIRGINIA.

"The publications cover pretty nearly everything, but the women do not avail themselves of them. All rural-school teachers ought to receive bulletins and be requested to pass the information on."

NORTH CAROLINA.

A woman suggests that the rural carriers secure the names of women and that the department supply them with literature.

MISSISSIPPI.

A woman suggests a better disposition of the information already available, saying that most of the women do not yet know of the publications. She cites a case of three girls who wrote for bulletins on domestic science and heard nothing from their applications.

KANSAS.

"Don't send out lists of bulletins with instructions for selecting desired copies; send the bulletins to the women, or better still to the husbands. Ask your crop correspondents for lists of women with intelligence enough to read them. Simplify bulletins that they may be useful to the uneducated farm woman, for her need is greatest. Issue bulletins on labor-saving devices with intelligent directions for their use, giving the prices."

ILLINOIS.

"There have been many helpful things done for the farm woman, but the majority know nothing about it. One of the greatest helps to them would be to make them acquainted with what has already been done. A great majority live very secluded lives, seldom go away from home. It is a problem to know how to reach the ones that need help."

WISCONSIN.

A woman suggests that agricultural papers would be the very best medium for the bulletin news. She doubts if bulletins will help much. "Many farmers," she writes, "are too conceited to try anything recommended by a paper. Often it is the wife who calls attention to it. She may have advanced ideas about caring for farm animals, but can not get them carried out."

NORTH DAKOTA.

"What the farm woman needs is something useful along her line of work. It seems to me the only practical way for the department to work would be along the line of bulletins, being very careful to express the meaning in very plain simple words, for big words fail with most people. Something along these lines: Arrangement of the house, inside home decoration, labor-saving devices, outside home decoration, help to lighten the woman's work."

BULLETINS IN FOREIGN LANGUAGES.

NEW MEXICO. -

"The majority of housewives in my county are Hispano-Americans. They need to be taught economy and cheaper foodstuffs, through bulletins printed in Spanish."

"Distribute bulletins and pamphlets on the care and rearing of children (you have them on the care of stock, poultry, hogs, etc. Why not for the poor little children?). These in New Mexico should be printed also in Spanish and distributed among the people. They should describe, wherever possible, simple remedies, and be written in the very simplest language, so as to reach the poor, uneducated class that can scarcely read or write, and should deal greatly in preventives. Tell them what to do in case of accidents, etc."

APPENDIX A.

GENERAL SUGGESTIONS FOR DEVELOPMENT BY FARM WOMEN INDIVIDUALLY OR THROUGH THEIR ORGANIZATIONS.

Specialists of the various departments have made the following suggestions which can be developed individually or as parts of a program of women's clubs or other rural organizations:

ORGANIZING AGRICULTURAL CLUBS FOR CHILDREN.

Women can organize the boys and girls in their rural communities into agricultural clubs, the purpose of which is to teach advanced methods of farming, animal husbandry, and home making in a practical way which yields a monetary profit to the children taking part in the work. These clubs, in addition, supply certain social features which are very desirable for the young people of country districts. They also aid children to develop the resources of the farms, to improve the quality of country life, and to become economically independent.

The girls will be interested in the canning, gardening, apple, poultry, and pig clubs; the boys will be stimulated by clubs for the raising of corn, potatoes, pigs, apples, baby beef, peanuts, or poultry, or by kafir, milo maize, and feterita clubs.

In the boys' and girls' club work up to and including 1914 there was an enrollment of 250,000 young people. This club work is now organized in all the States, the work among girls being in charge of women county agents, and that among boys being directed by the men county agents. The work of the boys' clubs is a development of the county agent work for improving general agriculture. The women in charge of the girls' club work specialize largely in this field, although they also devote a great deal of attention to interesting women in canning and similar activities.

The influence of the training received in the boys' clubs is frequently shown in the future history of the boys as farmers. One direct result is to stimulate these club members to enter the State agricultural colleges.

Many girls, in addition to the training as efficient home makers they receive in the canning clubs, are led through this work to take a special interest in domestic science and to pursue courses in normal and industrial colleges.

The following publications of the department will be found helpful in organizing young people, and also to adults wishing to take up any of these activities:

- *F. B. 385. Boys' and girls' agricultural clubs. Price, 5 cents.
- B. P. I. Doc. 870. Girls' demonstration work: The canning clubs.
- B. P. I. Doc. 644. Boys' demonstration work: The corn clubs.
- F. B. 562. The organization of boys' and girls' poultry clubs.
- B. P. I. Doc. 883. Tomato growing as club work in the North and West.
- F. B. 359. Canning vegetables in the home.
- F. B. 521. Canning tomatoes at home and in club work.
- F. B. 566. Boys' pig clubs.
- F. B. 537. How to grow an acre of corn. (Especially prepared for club instruction.)
- B. P. I. Doc. 803. Organization and instruction in the boys' corn-club work. General outline of the club idea with especial application to the corn club.
- B. P. I. Doc. 884. Potato growing as club work in the North and West.
- B. P. I. Cir. 104. Special contests in the corn-club work. General outline of the contest idea with especial application to the corn clubs.

In addition to the publications listed above, the department will supply the following circulars referring to various phases of club work and also of interest to individuals who wish to can vegetables or fruits or raise the products discussed.

Circulars issued by the Office of Farmers' Cooperative Demonstrations, Southern States, to which applications for them should be made:

- No. 474. Cultivation of tomatoes, canning, etc.
- No. 480. Outline for booklet on girls' garden and canning work.
- No. 543. Rules for starting tomato raising.
- No. 591. Instructions for raising tomatoes, beans, and okra.
- No. 592. Berry growing.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

- No. 597. Boys' and girls' potato club instructions.
- No. 629. Tomato diseases.
- No. 630. Insects on tomatoes.
- No. 631. Instructions for canning.
- No. 640. Instructions for canning berries.
- No. 746. Winter gardens.
- No. 754. Fall and winter gardens.
- No. 775. Recipes for using vegetables grown in winter gardens.

Circulars issued by the Office of Demonstrations, North and West, United States Department of Agriculture, to which applications for them should be made:

- Form NR-6. General outline on the achievement club work.
- Form NR-11. Age, acreage, and basis of award requirements in corn club, potato club, and garden and canning club work.
- Form NR-17. General outline on the apple club work.
- Form N-1. List of premiums suitable for award in the garden and canning club work.
- Form N-2. What to give prizes for in the garden and canning club work.
- Form N-3. Time requirements for the canning of various food products in the different types of canning outfits.
- Form N-9. List of companies manufacturing the little portable home canning outfits.
- Form N-10. Outline on the vacation canning and marketing club.
- Form N-12. List of canning recipes.
- Form O-1. Instructions on premiums and awards in the potato club work.
- Form O-2. Instructions on what to give premiums for in the potato club work.
- Form R-1. Instructions on premiums and awards in the corn club work.
- Form R-3. Instructions on what to give premiums for in the corn club work.
- Form R-5. Instructions on the Four-H brand seed-corn label.

The department will supply additional information to, and will cooperate with, organizations interested in forming agricultural clubs for young people.

HOME AND COMMUNITY CARE OF LITTLE CHILDREN.

The Children's Bureau of the United States Department of Labor, Washington, D. C., gives special attention to the home and community care of small children. The experts of this bureau will be glad to supply information so far as possible to women or organizations interested in these subjects and will help them develop child welfare exhibits. Among the publications which it will supply are:

HOME CARE OF THE CHILD.

- Prenatal care.
- Infant care. (Discusses the care of the child through the second year.)

COMMUNITY CARE.

- Description of the New Zealand Society for the Health of Women and Children. (Describes a method of cooperation among mothers living in rural districts, which brings to every woman information regarding the proper care of children.)
- Baby saving campaigns. (Describes methods by which some of the American cities have undertaken to reduce their infant mortality; including samples of literature in various languages used in these campaigns.)
- Birth registration as an aid in protecting the lives and rights of children.

The Public Health Service, as indicated under the head of "Health and community sanitation," and in Appendix F, also issues publications dealing with the health of children.

EDUCATION OF CHILDREN.

Mothers wishing to undertake the home education of their children, or individuals or women's organizations interested in improving the schools of their communities or in child welfare work, can obtain valuable publications and advice from the United States Bureau of Education. The Bureau of Education "Reading course for parents No. III" gives a selected list, especially useful to mothers, of books dealing with the care of children. This bureau also will answer questions on rural civics and school gardens. Appendices E and F give lists of many publications having direct bearing on the education of children. Appendices C and D contain lists of many valuable publications useful for those interested in educating children in agriculture, nature study, or home economics.

The American National Red Cross also is prepared to furnish women with information as to visiting nurses for schools in rural districts.

The Bureau of the Census will supply many publications dealing with questions of illiteracy.

STUDY OF LITERATURE.

The United States Bureau of Education is issuing a series of graded outline reading courses dealing with the masterpieces of literature. They are especially

designed for parents and for boys and girls who have left school. The courses thus far announced are Nos. 1 and 2. Course 1 consists of a study of seven important books which everyone should know. Course 2 considers these seven books and in addition a number of other titles. These courses will be furnished free on application. Those completing any of the courses will receive a certificate from the Commissioner of Education.

MOVABLE SCHOOLS OF AGRICULTURE AND HOME ECONOMICS.

The movable school, providing for local classes of 10 or more farmers or farm women for the study of some topic of special interest to the community, has proved a very effective and acceptable method of extension teaching in agriculture or home economics. These schools usually give courses consisting of 15 to 20 lectures on the topic selected, under local leadership, but with the general supervision of experts from the State agricultural colleges. A special form of such schools has been devised by the Department of Agriculture and is now being tried experimentally in cooperation with the State agricultural colleges.

FARMERS' INSTITUTES FOR WOMEN.

The department, in cooperation with the State directors of farmers' institutes, encourages and aids the organization of farmers' institutes for women similar to those which have proved successful for men. There has been a marked growth in such institutes in recent years.

HEALTH AND COMMUNITY SANITATION.

One of the greatest services that organizations of women can render to their communities is to become intelligent guides in public health matters. They can do much effective work in making certain that the water supply is not polluted; in improving sewage disposal so that it will not become a carrier of infection; and in working intelligently for quarantines and safeguards that will prevent the spread of infectious and contagious diseases. To such women the United States Public Health Service stands ready to supply expert advice on all matters pertaining to rural sanitation and to furnish a number of publications dealing with the nature, treatment, and prevention of some of the most serious diseases. It also has available publications dealing with the rearing and care of infants, securing proper hygienic conditions in schoolhouses, and in right living as a means of efficiency. Appendix F contains a list of Public Health Service publications on these subjects of direct interest to women. See also "Medical Handbook," of Bureau of Education, Appendix E, and titles under "Hygiene and Sanitation" in Appendix C.

HOME AND PUBLIC SANITATION AND WATER SUPPLY.

The Department of Agriculture, in addition, has issued a number of publications dealing with hygiene, sanitation, and water supply in rural districts, many of which will be found suggestive to women wishing to discuss home or community health protection.

With the following list of bulletins on this subject should be included the publications named later under the heading "Protection of Food Supply," and also several of the titles given under the heading "Foods" in this appendix:

- *Y. B. Sep. 619. Health laws. Price, 5 cents.
- *B. P. I. Bul. 100. The effect of copper upon water bacteria. Price, 5 cents.
- *B. P. I. Bul. 64. A method of destroying or preventing the growth of algæ and certain pathogenic bacteria in water supplies. Price, 5 cents.
- *B. P. I. Bul. 76. Copper as an algicide and disinfectant in water supplies. Price, 5 cents.
- *B. P. I. Bul. 115. The disinfection of sewage effluents for the protection of public water supplies. Price, 10 cents.
- *B. P. I. Bul. 154. Farm water supplies of Minnesota. Price, 15 cents.
- *Chem. Bul. 136. Sewage-polluted oysters as a cause of typhoid and other gastrointestinal disturbances. Price, 10 cents.
- F. B. 547. The yellow-fever mosquito.
- *F. B. 155. How insects affect the health in rural districts. Price, 5 cents.
- *B. A. I. Cir. 108. Trichinosis: A danger in the use of raw pork for food. Price, 5 cents.
- F. B. 459. House flies.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

- F. B. 478. How to prevent typhoid fever.
 F. B. 444. Remedies and preventives against mosquitoes.
 *F. B. 527. Sewage disposal for rural homes. Price, 5 cents.
 F. B. 345. Some common disinfectants.
 F. B. 450. Some facts about malaria.
 *Ento. Bul. 78. Economic loss to the people of the United States through insects that carry disease. Price, 10 cents.
 *F. B. 549. The farm water supply. Price, 5 cents.
 *F. B. 73. Pure water for the farm. Price, 5 cents.
 *F. B. 262. Water for table use. Price, 5 cents.
 Dept. Bul. 57. Water supply, plumbing, and sewage disposal for country homes.
 *F. B. 296. Wells and a pure water supply. Price, 5 cents.
 F. B. 369. How to destroy rats.
 F. B. 439. Anthrax, with special reference to its suppression.
 F. B. 449. Rabies or hydrophobia.
 F. B. 450. Some facts about malaria.
 F. B. 463. The sanitary privy.
 F. B. 473. Tuberculosis.
 F. B. 480. Practical methods of disinfecting stables.
 F. B. 540. The stable fly.
 *Dept. Bul. 118. Experiments in the destruction of fly larvæ in horse manure. Price, 10 cents.

RURAL NURSING.

The American National Red Cross, Washington, D. C., through its Town and Country Nursing Service, will supply information as to the employment of nurses in rural districts for nursing, school inspection, child-welfare work, prevention of tuberculosis, sanitary inspection, and the organization of clubs and classes in hygiene for young people. It also supplies information on the organization of classes in first aid and home care of the sick for women. Its publication, "General Outline," contains suggestions for organizing a local nursing association.

PROTECTION OF FOOD SUPPLY.

For women who are interested in protecting the food supply of their communities, *Y. B. Sep. 619, "Health laws" (price, 5 cents), contains general information as to the Federal statutes governing foods and drugs. This publication will make it clear that the Federal jurisdiction extends only to foods and drugs in interstate commerce. Control of foods manufactured and sold wholly within the borders of a State lies with the State and municipal authorities and is a subject for State legislation.

FOOD AND DRUGS.

To women interested in the provisions of the Federal Food and Drugs Act the department will supply copies of the act and the regulations based thereon. In addition the following titles will be found of interest to women studying this subject:

- Annual Reports of the Office of the Solicitor, 1908 to 1911, 1913, and 1914.
 *Annual Reports of the Bureau of Chemistry, 1907, 1908, 1909, 1910, 1914, free; 1911, price 5 cents.
 *Chem. Bul. 100. Some forms of food adulteration and simple methods for their detection. Price, 10 cents.
 *Y. B. Sep. 569. Decomposition and its microscopical detection in some food products. Price, 5 cents.
 Office of Secretary Cir. 19. Standards of purity for food products.
 Office of Secretary Cir. 21. Food and Drugs Act. Rules and regulations for the enforcement of the Food and Drugs Act.
 *Chem. Bul. 164. Graham flour. Study of physical and chemical differences between graham flour and imitation graham flour. Price, 10 cents.
 F. B. 393. Habit-forming agents, their indiscriminate sale and use a menace to public welfare.
 F. B. 377. Harmfulness of headache mixtures.
 *Dept. Bul. 103. Alum in foods. Price, 5 cents.
 *Chem. Bul. 136. Oysters. Shellfish contamination from sewage-polluted waters and from other sources. Price, 10 cents.
 *Chem. Cir. 70. Comparative rate of decomposition in drawn and undrawn market poultry. Price, 5 cents.
 Dept. Bul. 17. Refrigeration of dressed poultry in transit.
 *Y. B. Sep. 591. The handling of dressed poultry a thousand miles from market. Price, 15 cents.
 *Y. B. Sep. 596. How the produce dealer may improve the quality of poultry and eggs. Price, 5 cents.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

- *Chem. Cir. 115. An all-metal poultry-cooling rack. Price, 5 cents.
- *F. B. 623. Ice houses and the use of ice on the dairy farm.
- *F. B. 475. Ice houses.
- *F. B. 131. Household tests for the detection of oleomargarine and renovated butter. Price, 5 cents.
- *Dept. Bul. 51. A bacteriological and chemical study of commercial eggs in the producing sections of the central west. (Contains colored plates for testing eggs before the candle.) Price, 40 cents.
- *Chem. Cir. 98. The preparation of frozen and dried eggs. Price, 5 cents.
- *Chem. Cir. 61. How to kill and bleed market poultry. Price, 5 cents.
- *Chem. Cir. 64. Poultry from the farm to the consumer. (Deals with cold storage of poultry and eggs.) Price, 5 cents.
- *Y. B. Sep. 552. Effect of the present method of handling eggs on the industry and the product. Price, 5 cents.

GUARANTY LEGEND ON FOODS AND DRUGS ABOLISHED.

Many housewives in the past have been under the impression that the legend "Guaranteed under the Food and Drugs Act" appearing on packages of food or drugs meant that the Federal Government had in some way passed upon the purity or quality of these products. This was not the case. The Government has never certified the purity or excellence of such products.

In order to prevent further misunderstanding on this score, it has been determined to abolish the guaranty legend and serial number on foods and drugs on and after May 1, 1916, except that products packed and labeled prior to May 1, 1916, may bear the legend until November 1, 1916.

This legend and serial number were intended simply to mean that the manufacturer continued to accept full responsibility for his goods after they had passed into the hands of a dealer. In other words, it was designed merely for the protection of the dealer who might happen to have in stock a manufacturer's goods which violated the act.

MEAT SUPPLY.

The Department of Agriculture will send information regarding Federal meat inspection and its special publications on municipal meat inspection and municipal slaughterhouses. Among the publications of the department dealing with meat are:

- *Twenty-third Annual Report, Bureau of Animal Industry, 1906. Price, 45 cents.
- *Twenty-fourth Annual Report, Bureau of Animal Industry, 1907. Price, 65 cents.
- *Twenty-fifth Annual Report, Bureau of Animal Industry, 1908. Price, 70 cents.
- *Twenty-sixth Annual Report, Bureau of Animal Industry, 1909. Price, 50 cents.
- *Twenty-seventh Annual Report, Bureau of Animal Industry, 1910. Price, 80 cents.
- *Twenty-eighth Annual Report, Bureau of Animal Industry, 1911. Price, 60 cents.
- B. A. I. Order 211. Regulations governing the meat inspection of the United States Department of Agriculture.
- *B. A. I. Cir. 108. Trichinosis: A danger in the use of raw pork for food. Price, 5 cents.
- *B. A. I. Bul. 132. A bacteriological study of ham souring. Price, 15 cents.
- *B. A. I. Cir. 125. The Federal meat inspection service.
- *B. A. I. Cir. 154. The need of State and municipal meat inspection to supplement Federal inspection. Price, 5 cents.
- B. A. I. Cir. 173. The sanitary construction and equipment of abattoirs and packing houses.
- B. A. I. Cir. 185. State and municipal meat inspection and municipal slaughterhouses.
- F. B. 183. Meat on the farm: Butchering, curing, and keeping.
- F. B. 391. Economical use of meat in the home.
- *F. B. 435. Experiment station work. Market classes and grades of meat. Price, 5 cents.
- *F. B. 479. Experiment station work. Preparation of choice hams. Price, 5 cents.

MILK SUPPLY.

To women interested in securing a safe milk supply for their communities, the following publications of the department will be of interest:

- *B. A. I. Cir. 197. Directions for the home pasteurization of milk. Price, 5 cents.
 - F. B. 413. The care of milk and its use in the home.
 - *Expt. Sta. Syl. 1. Illustrated lecture on the care of milk. Price, 5 cents.
 - F. B. 363. The use of milk as food.
 - F. B. 490. Bacteria in milk.
 - *B. A. I. Cir. 199, rev. The score-card system of dairy inspection. Price, 5 cents.
 - *B. A. I. Cir. 217. The control of bulk milk in stores. Price, 5 cents.
 - Dept. Bul. 1. Medical milk commissions and certified milk.
 - F. B. 608. Removing garlic flavor from milk and cream.
 - B. A. I. Cir. 170. The extra cost of producing clean milk.
 - F. B. 602. Production of clean milk.
 - *Dept. Bul. 98. The application of refrigeration to the handling of milk. Price, 10 cents.
 - Dept. Bul. 85. The cost of pasteurizing milk and cream.
 - *Y. B. Sep. 595. Condensed and desiccated milk. Price, 5 cents.
- (See Appendix C for other titles.)

*Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

The Bureau of Chemistry, under the Food and Drugs Act, exercises supervision over milk shipped in interstate commerce, with a view to improving the quality of milk received in this way by large cities near State borders. In cooperation with the Bureau of Animal Industry, it is working to help dairy-men improve the quality of their milk, and also is making efforts to encourage the railroads to supply refrigerator express cars for the sanitary handling of the daily milk supply of large cities.

ROAD IMPROVEMENT.

Clubs of rural women who wish to take part in improving the roads of their communities will find the following department publications worthy of study:

F. B. 311. Sand-clay and burnt-clay roads.

F. B. 338. Macadam roads.

F. B. 505. Benefits of improved roads.

F. B. 597. The road drag and how it is used.

*Roads Bul. 41. Mileage and cost of public roads in the United States in 1909. Price, 10 cents.

Roads Bul. 48. Repair and maintenance of highways.

*Roads Cir. 95. Special road problems of the Southern States. Price, 5 cents.

PROMOTION OF DIVERSIFIED FARMING IN THE SOUTH.

Women who individually or through their organizations wish to take steps to promote diversified agriculture in the South with a view to encouraging farmers to raise more of their own food, will find the following special circulars, which will be sent free, of practical value as a reading course on southern agriculture:

F. C. D. Cir. 746. Winter gardens.

F. C. D. Cir. 754. Fall and winter gardens.

Special Cir. Producing sheep on southern farms.

Special Cir. Suggestions on poultry raising for the southern farmer.

Special Cir. How southern farmers may get a start in pig raising.

Special Cir. Horse and mule raising in the South.

Special Cir. Winter oats in the cotton belt.

Special Cir. Winter wheat in the cotton belt.

Special Cir. Rye in the cotton belt.

Special Cir. Hairy vetch for the cotton belt.

Special Cir. Rape as a forage crop in the cotton belt.

Special Cir. Do you keep a cow?

Special Cir. Advantages of dairying in the South.

Special Cir. Feeding the farm cow in the South.

Special Cir. The feeding of dairy calves.

Special Cir. The production and care of milk and cream.

Special Cir. Marketing butter and cream in the South.

Special Cir. Farm conveniences for handling the cow and her product.

Special Cir. Making farm butter in the South.

Special Cir. Shall southern farmers build creameries?

B. A. I. unnumbered leaflet. Progress and results of cattle-tick eradication.

B. A. I. unnumbered leaflet. Effects of tick eradication on the cattle industry of the South.

F. B. 498. Methods of exterminating the Texas-fever tick.

F. B. 569. Texas or tick fever.

F. B. 580. Beef production in the South.

F. B. 639. Eradication of the cattle tick necessary for profitable dairying.

Dept. Bul. 147. The effect of the cattle tick upon the milk production of dairy cows.

Under the heading "Organizing agricultural clubs for children" will be found titles of publications supplying valuable material for getting the younger generation interested in progressive agriculture.

STUDY OF BIRDS AND MAMMALS.

American birds and mammals offer a desirable study for adults and young people. If, in addition, bird houses and food shelters are erected near homes, and other means of attracting and protecting birds are employed, the study becomes a fascinating and profitable amusement. For this purpose the following Farmers' Bulletins will be found useful:

BIRDS.

630. Some common birds useful to the farmer.

54. Some common birds in their relation to agriculture.

456. Our grosbeaks and their value to agriculture.

497. Some common game, aquatic, and rapacious birds in relation to man.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

- 506. Food of some well-known birds of forest, farm, and garden.
- 609. Bird houses and how to build them.
- 621. How to attract birds in northeastern United States.
- 493. The English sparrow as a pest.
- *513. Fifty common birds of farm and orchard. Price, 15 cents.

Other publications of interest to bird lovers are:

- *Y. B. Sep. 620. American thrushes, valuable bird neighbors. Price, 10 cents.
- *Biol. Surv. Cir. 17. Bird day in schools. Price, 5 cents.
- *Biol. Surv. Cir. 61. Hawks and owls from the standpoint of the farmer. Price, 5 cents.
- *Y. B. Sep. 414. Cage-bird traffic of the United States. Price, 10 cents.
- Y. B. Sep. 504. Plants useful to attract birds and protect fruit.
- *Y. B. Sep. 474. The economic value of predacious birds and mammals. Price, 5 cents.

MAMMALS.

- F. B. 396. The muskrat.
- F. B. 496. Raising Belgian hares and other rabbits.
- F. B. 525. Raising guinea pigs.
- F. B. 583. The common mole of eastern United States.
- F. B. 587. Economic value of North American skunks.

STUDY OF INSECTS.

The study of insects, particularly those which have a direct bearing on agriculture, should form a valuable and interesting activity for club work. It offers to young people and others an opportunity to make interesting collections and to study a phase of life closely related to success in agricultural pursuits. Farmers' Bulletin 606, "Collection and preservation of insects and other material for use in the study of agriculture," will prove a helpful guide to those wishing to undertake such work. In addition the department publishes many other pamphlets dealing in detail with special insects. Questions as to specific insects will be answered by the department's specialists.

Among the publications on certain of the more common insects which usually may be obtained for study within the regions inhabited by them are the following:

- F. B. 284. Insect and fungous enemies of the grape east of the Rocky Mountains.
- F. B. 450. Some facts about malaria.
- F. B. 459. House flies.
- F. B. 492. The more important insect and fungous enemies of the fruit and foliage of the apple.
- F. B. 512. The boll weevil problem.
- F. B. 540. The stable fly.
- F. B. 543. Common white grubs.
- Dept. Bul. 5. The southern corn rootworm.
- Dept. Bul. 8. The western corn rootworm.
- *Dept. Bul. 90. The rose aphid. Price, 5 cents.
- *Ento. Cir. 31. The striped cucumber beetle. Price, 5 cents.
- *Ento. Cir. 39. The common squash bug. Price, 5 cents.
- *Ento. Cir. 60. The imported cabbage worm. Price, 5 cents.
- Ento. Cir. 80. The grasshopper problem and alfalfa culture.
- Ento. Cir. 87. The Colorado potato beetle.
- Ento. Cir. 123. Methods of controlling tobacco insects.
- Ento. Cir. 124. The San Jose scale and its control.

AGRICULTURAL EDUCATION AND NATURE STUDY.

For clubs or individuals who wish to study seeds, leaves, plants, woods, etc., the following publications are practical and helpful:

- F. B. 428. Testing farm seeds in the home and in the rural school.
- F. B. 586. Collection and preservation of plant material for use in the study of agriculture.
- *F. B. 423. Forest nurseries for schools. Price, 5 cents.
- *F. B. 468. Forestry in nature study. Price, 5 cents.
- *For. Serv. Cir. 130. Forestry in public schools. Price, 5 cents.
- *For. Serv. Cir. 96. Arbor Day. Price, 5 cents.
- Dept. Bul. 132. Correlating agriculture with the public school subjects in the Southern States.
- F. B. 638. Laboratory exercises in farm mechanics for agricultural high schools.

STUDY OF PLANTS AND TREES.

For clubs or individuals who wish to study seeds, leaves, plants, woods, etc., the following publications are practical and helpful:

- F. B. 428. Testing farm seeds in the home and in the rural school.
- F. B. 586. Collection and preservation of plant material for use in the study of agriculture.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

MEDICINAL AND POISONOUS PLANTS.

- F. B. 188. Weeds used in medicine.
- F. B. 531. Larkspur or "Poison-weed."
- F. B. 551. The cultivation of American ginseng.
- F. B. 613. Goldenseal under cultivation.
- *Dept. Bul. 26. American medicinal flowers, fruits, and seeds. Price, 5 cents.

ELEMENTARY FORESTRY.

- F. B. 173. A primer of forestry, Part I.
- F. B. 358. A primer of forestry, Part II.
- *F. B. 468. Forestry in nature study. Price, 5 cents.
- F. B. 134. Tree planting on rural school grounds.
- *F. B. 423. Forest nurseries for schools. Price, 5 cents.
- *F. B. 387. The preservative treatment of farm timbers. Price, 5 cents.
- *For. Serv. Cir. 96. Arbor Day. Price, 5 cents.
- *For. Serv. Cir. 130. Forestry in the public schools. Price, 5 cents.
- *For. Serv. Cir. 138. Suggestions to woodlot owners in the Ohio Valley region. Price, 5 cents.
- *For. Serv. Cir. 171. Forests of the United States, their use. Price, 5 cents.
- *For. Serv. Cir. 176. Surface conditions and stream flow. Price, 5 cents.
- *For. Serv. Cir. 207. Profession of forestry.
- *For. Serv. Bul. 42. The woodlot. Price, 15 cents.
- *For. Serv. Bul. 82. Protection of forests from fire. Price, 15 cents.
- *For. Serv. Bul. 83. Forest resources of the world. Price, 10 cents.
- *For. Serv. Bul. 86. Windbreaks, their influence and value. Price, 30 cents.
- Y. B. Sep. 622. Practical tree surgery.

GARDENING.

For those wishing to grow plants, flowers, and shrubs, or to help children in these directions, the following publications will be found useful:

- F. B. 157. The propagation of plants.
- F. B. 185. Beautifying the home grounds.
- F. B. 195. Annual flowering plants.
- F. B. 218. The school garden.
- F. B. 494. Lawns and lawn soils.
- *F. B. 423. Forest nurseries for schools. Price, 5 cents.
- F. C. D. Cir. 746. Winter gardens.
- *B. P. I. Cir. 69. Ornamental value of the saltbushes. Price, 5 cents.
- *B. P. I. Cir. 101. The germination of packeted vegetable seeds. Price, 5 cents.
- *B. P. I. Bul. 262. Ornamental cacti: Their culture and decorative value. Price, 15 cents.

BEES.

Beekeeping, which will provide the family with honey and possibly give a surplus for sale to neighbors, offers a pleasant occupation to women and young people. Farmers' Bulletin 447, "Bees," contains valuable information on this subject, and the department's specialists also are glad to answer questions and to give advice to those interested in an apiary. Farmers' Bulletin 442, "The treatment of bee diseases," gives directions for the control of the very prevalent bee diseases, and Farmers' Bulletin 503, "Comb honey," describes, more especially for the professional beekeepers, the best methods for the production of comb honey.

POULTRY.

Women frequently find pleasure and a source of profit in giving attention to high-class poultry and eggs. The following publications should be useful:

- F. B. 197. Importation of game birds and eggs for propagation.
- F. B. 445. Marketing eggs through the creamery.
- F. B. 585. Natural and artificial incubation of hens' eggs.
- F. B. 594. Shipping eggs by parcel post.
- F. B. 51. Standard varieties of chickens.
- F. B. 64. Ducks and geese.
- F. B. 200. Turkeys.
- F. B. 287. Poultry management.
- F. B. 355. A successful poultry and dairy farm.
- F. B. 452. Capons and caponizing.
- F. B. 528. Hints to poultry raisers.
- F. B. 530. Important poultry diseases.
- F. B. 574. Poultry-house construction.
- F. B. 624. Natural and artificial brooding of chickens.

*Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

F. B. 390. Pheasant raising in the United States.

*Dept. Bul. 51. A bacteriological and chemical study of commercial eggs in the producing sections of the Central West. (Contains colored plates for testing eggs before a candle.) Price, 40 cents.

DRESSED POULTRY.

*Y. B. Sep. 591. The handling of dressed poultry a thousand miles from market. Price, 15 cents.

Dept. Bul. 17. Refrigeration of dressed poultry in transit.

*Chem. Cir. 115. An all-metal poultry-cooling rack. Price, 5 cents.

*Chem. Cir. 61. How to kill and bleed market poultry. Price, 5 cents.

*Chem. Cir. 64. Studies of poultry from farm to consumer. Price, 5 cents.

See also "Protection of food supply."

SMALL FRUITS.

The raising, preserving, and canning of small fruits supplies a pleasant and frequently profitable occupation for women. The following publications will be helpful:

F. B. 198. Strawberries.

F. B. 213. Raspberries.

F. B. 154. The home fruit garden: Preparation and care.

F. B. 175. Home manufacture and use of unfermented grape juice.

F. B. 203. Canned fruits, preserves, and jellies.

F. B. 426. Canning peaches on the farm.

See also list of publications under "Organizing agricultural clubs for children," in this appendix, for literature on canning and preserving.

FOODS AND COOKING.

Women's organizations might with profit emphasize the importance of healthful and well-prepared food and the supplying of the farm table with the greatest variety possible, served in the greatest number of attractive forms. The following publications will prove of interest:

F. B. 34. Meats: Composition and cooking.

F. B. 85. Fish as food.

F. B. 121. Beans, peas, and other legumes as food.

F. B. 128. Eggs and their uses as food.

F. B. 182. Poultry as food.

F. B. 232. Okra.

F. B. 249. Cereal breakfast foods.

F. B. 256. Preparation of vegetables for the table.

F. B. 293. Use of fruit as food.

F. B. 295. Potatoes and other root crops as food.

F. B. 298. Food value of corn and corn products.

F. B. 332. Nuts and their uses as food.

F. B. 363. The use of milk as food.

F. B. 375. Care of food in the home.

F. B. 389. Bread and bread making.

F. B. 391. Economical use of meat in the home.

F. B. 413. The care of milk and its use in the home.

F. B. 608. Removing garlic flavor from milk and cream.

F. B. 503. Comb honey.

F. B. 291. Evaporation of apples.

F. B. 487. Cheese and its economical use in the diet.

F. B. 526. Mutton and its value as food.

F. B. 553. Pop corn for the home.

F. B. 559. Use of corn, kafir, and cowpeas in the home.

F. B. 565. Corn meal as a food and ways of using it.

F. B. 142. Principles of nutrition and nutritive value of food.

F. B. 234. The guinea fowl and its uses as food.

F. B. 535. Sugar and its value as food.

F. B. 602. Production of clean milk.

*F. B. 69. Restoring the consistency of pasteurized cream (whipping cream). Price, 5 cents.

*F. B. 73. Losses in cooking vegetables. Price, 5 cents.

*F. B. 79. Mushrooms as food. Price, 5 cents.

*F. B. 114. Skim milk in bread making. Price, 5 cents.

*F. B. 149. The digestibility of raw, pasteurized, and cooked milk. Price, 5 cents.

*F. B. 162. Cooking meat. Price, 5 cents.

*F. B. 193. Cooking meat. Price, 5 cents.

*F. B. 281. Storing preserves, canned fruits, and canned vegetables. Price, 5 cents.

*F. B. 329. Cane sugar and beet sugar for canning and jelly making. Price, 5 cents.

*F. B. 360. Hulled corn. Price, 5 cents.

*Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

- *F. B. 360. Methods of mixing fat into dough. Price, 5 cents.
- *F. B. 374. Flour for making baking-powder biscuits. Price, 5 cents.
- *F. B. 384. Whipped cream. Price, 5 cents.
- *F. B. 419. Sweet potatoes and their preparation for the table. Price, 5 cents.
- *F. B. 517. Uses of the sweet potato. Price, 5 cents.
- *Expt. Sta. Bul. 193. Studies of the effect of different methods of cooking upon the thoroughness and easy digestion of meat at the University of Illinois. Price, 15 cents.
- *Expt. Sta. Bul. 28. Chemical composition of American food materials. Price, 10 cents.
- *Expt. Sta. Bul. 43. Losses in boiling vegetables and composition and digestibility of potatoes and eggs. Price, 5 cents.
- *Expt. Sta. Bul. 85. Report of the investigations on the digestibility and nutritive value of bread. Price, 5 cents.
- *Expt. Sta. Bul. 102. Experiments on losses in cooking meat. Price, 5 cents.
- *Expt. Sta. Bul. 126. Studies on the digestibility and nutritive value of bread at the University of Minnesota. Price, 5 cents.
- *Expt. Sta. Bul. 141. Experiments on losses in cooking meat. Price, 5 cents.
- *Expt. Sta. Bul. 143. Studies on the digestibility and nutritive value of bread at Maine Agricultural Experiment Station. Price, 5 cents.
- *Expt. Sta. Bul. 156. Studies on the digestibility and nutritive value of bread and macaroni at the University of Minnesota. Price, 15 cents.
- *Expt. Sta. Bul. 162. Studies of the influence of cooking upon the nutritive value of meat. Price, 20 cents.
- *Dept. Bul. 27. Bouillon cubes, their contents and food value compared with meat extracts and homemade preparations of meat. Price, 5 cents.
- Y. B. Sep. No. 623. Supplementing our meat supply with fish.
- *Chem. Bul. 77. Olive oil and its substitutes. Price, 10 cents.
- *F. C. D. Cir. 776. Fireless cooker and recipes.
- *F. B. 296. The hay box, or fireless cooker. Price, 5 cents.
- *Expt. Sta. Syllabus 15. Illustrated lecture on the homemade fireless cooker. Price, 5 cents.

CANNING AND PRESERVING.

- *F. B. 73. The cause and prevention of swells in canned goods. Price, 5 cents.
- F. B. 78. The preservation of grape juice and sweet cider.
- *F. B. 119. Fresh and canned tomatoes. Price, 5 cents.
- *F. B. 122. Preparation of unfermented grape juice. Price, 5 cents.
- *F. B. 169. A method of preserving sweet potatoes. Price, 5 cents.
- *F. B. 210. Canning cheese. Price, 5 cents.
- *F. B. 225. Prevention of swelling in canned peas. Price, 5 cents.
- *F. B. 259. Use of a cheap canning outfit. Price, 5 cents.
- *F. B. 262. Improved method of canning. Price, 5 cents.
- F. B. 281. Storing preserves, canned fruits, and canned vegetables.
- *F. B. 296. Pickling olives and mock olives for home use. Price, 5 cents.
- *F. B. 329. Cane sugar and beet sugar for canning and jelly making. Price, 5 cents.
- *F. B. 342. Preserving wild mushrooms. Price, 5 cents.
- *F. B. 388. Jelly and jelly making. Price, 5 cents.
- *F. B. 342. Fig culture in the South (includes methods of canning and preserving). Price, 5 cents.
- F. B. 359. Canning vegetables in the home.
- *Chem. Bul. 70. Manufacture of table sirups from sugar cane. Price, 10 cents.
- F. B. 477. Sorghum sirup manufacture.
- *Chem. Bul. 129. Experiments in cider making applicable to farm conditions. Price, 5 cents.
- *Chem. Bul. 134. Maple-sap sirup, its manufacture, composition, and effect of environment thereon. Price, 25 cents.
- F. B. 516. The production of maple sirup and sugar.
- *Chem. Cir. 51. Value of peaches as vinegar stock. Price, 5 cents.
- *Chem. Cir. 57. Experiments on preparation of sugared dried pineapples. Price, 5 cents.
- *Chem. Cir. 98. Practical suggestions for preparation of frozen and dried eggs. Statement based on investigation made in producing section during the summer of 1911. Price, 5 cents.
- F. B. 183. Meat on the farm: Butchering, curing, and keeping.
- *F. B. 296. Preserving eggs in water glass. Price, 5 cents.
- *F. B. 353. Preservation of eggs. Price, 5 cents.
- *F. B. 353. A cheap and efficient ice box. Price, 5 cents.

See also "Organization of agricultural clubs" and "Small fruits" for other bulletins on canning.

HOUSEHOLD PUBLICATIONS OF OTHER DEPARTMENTS.

- U. S. Bu. Fish. Econ. Cir. 11. Canned salmon cheaper than meats and why. (50 tested recipes.)
- *Department of the Interior bulletin, Lessons in cooking for the sick and convalescent. Price, 5 cents.
- *Outline lessons in housekeeping, including cooking, laundering, dairying, and nursing, for use in Indian schools. Price, 5 cents.
- *Some things that girls should know how to do and hence should learn how to do when in school. Price, 5 cents.
- *Daily meals of school children. (U. S. Bureau of Education Bulletin, 1909, No. 3.) Description of typical inexpensive lunches, methods of using food, food values, etc. Price, 10 cents.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

These suggestions as to activities or lines of study for individuals and women's organizations by no means exhaust the fields in which the various departments of the Government stand ready to cooperate with people who are interested in obtaining knowledge or practical results in definite fields. Comparatively few people realize the willingness of the Government or its capacity to help them in varied lines of endeavor. The Government's publications, most of which are free or to be obtained for a nominal price, number many thousands of titles and a great variety of subjects. Those in doubt as to whether the Government can supply them with information on any particular topic should address a post card to the Superintendent of Documents, Government Printing Office, Washington, D. C., asking him for lists of Government publications. These lists, which will be sent free, are an index to a vast collection of valuable information readily accessible to the people. (See Appendix D.)

APPENDIX B.

HOW FARM WOMEN MAY GET HELP UNDER THE SMITH-LEVER EXTENSION ACT.

The funds appropriated under the extension act of May 8, 1914 (the Smith-Lever Act), are given to the State agricultural colleges to enable them to employ men and women as county agents and experts who will move about among the farming people, demonstrate good methods of agriculture and home economics, cooperate with them in studying their farm and home problems, and assist them in the adoption of better methods on their farms or in their homes. The department has entered into cooperative agreements with the colleges by which its own funds for extension work are used to supplement the Smith-Lever and State funds for similar purposes and are expended through the extension divisions of the colleges.

Already many of the colleges have appointed women as extension experts in home economics, and others are planning to do so. In nearly all the Southern States women county agents are already at work in connection with the demonstration work carried on by the agricultural colleges and the United States Department of Agriculture.

These agents will enroll women in home demonstration work and will continue to conduct girls' clubs. They will have the women demonstrate the preparation and use of products from canning clubs, poultry clubs, pig clubs, and the winter garden. Accompanying the use of the club products, the women on the farms will be shown how to make or secure labor-saving devices and conveniences. They will also be encouraged by the county agents to find and extend to others the best methods of work and conveniences already discovered and in use in their communities.

Instruction will be furnished by means of demonstrations, visits from the county agent, circulars, letters, and bulletins from the State agricultural colleges and the United States Department of Agriculture.

In the Northern and Western States the principal work has thus far been done by home economics experts connected with the agricultural colleges, but a beginning of the canning club work for girls has been made. The number of home economics experts who are doing work among the farm women is being rapidly increased. It is hoped that before long there will be women agents in every county in the United States.

To avail themselves of the aid offered by the extension organizations in the several States the farm women should, if possible, form local clubs and then communicate with the county agent, whether man or woman, or with the State agricultural college. In this way the club will often be able to secure a visit from the county agent or from a home economics expert from the college. If it is not feasible to form a club immediately, the women should write individually to the college or the county agent. The following is a list of the State extension directors:

ADDRESS LIST OF STATE INSTITUTIONS AND OFFICERS IN CHARGE OF AGRICULTURAL EXTENSION WORK UNDER THE SMITH-LEVER ACT.

Institution.	Address.	Officer.
Alabama Polytechnic Inst.	Auburn, Ala.	J. F. Duggar, Dir. of Ext. Work.
Col. of Agr., Univ. of Ariz.	Tucson, Ariz.	S. F. Morse, Supt. of Ext.
Col. of Agr., Univ. of Ark.	Fayetteville, Ark.	Martin Nelson, Dir. Ext. Work.
Col. of Agr., Univ. of Cal.	Berkeley, Cal.	Warren T. Clarke, Prof. Agr. Ext.
State Agr. College of Colo.	Fort Collins, Colo.	C. A. Lory, Act. Dir. Ext. Service.
Connecticut Agr. College.	Storrs, Conn.	C. D. Jarvis, Dir. Ext. Service.
Delaware College.	Newark, Del.	H. Hayward, Dir. Ext. Service.
Col. of Agr., Univ. of Fla.	Gainesville, Fla.	P. H. Rolfs, Dir. Ext. Div.
Georgia State Col. of Agr.	Athens, Ga.	A. M. Soule, Dir. Ext. Dept.
Col. of Agr., Univ. of Idaho.	Boise, Idaho.	O. D. Center, Dir. Ext. Work.
Col. of Agr., Univ. of Ill.	Urbana, Ill.	W. F. Handschin, Vice Dir. Agr. Ext. Service.
Purdue University.	La Fayette, Ind.	G. I. Christie, Supt. Agr. Ext.
Iowa State College.	Ames, Iowa.	R. K. Bliss, Dir. Ext.
Kansas State Agr. College.	Manhattan, Kans.	J. H. Miller, Dean, Div. Col. Ext.
Col. of Agr., State Univ.	Lexington, Ky.	Fred Mutchler, Supt. Agr. Ext.
La. State Univ. and A. and M. Col.	Baton Rouge, La.	W. R. Dodson, Dir. Agr. Ext.
Col. of Agr., Univ. of Maine.	Orono, Me.	L. S. Merrill, Dir. Agr. Ext.
Maryland Agr. College.	College Park, Md.	Thos. B. Symons, Dir. of Ext.
Massachusetts Agr. College.	Amherst, Mass.	W. D. Hurd, Dir. of Ext. Service.
Michigan Agr. College.	East Lansing, Mich.	R. J. Baldwin, Supt. of Ext.
Col. of Agr., Univ. of Minn.	University Farm, St. Paul, Minn.	A. D. Wilson, Dir. Ext. and F. I.
Miss. Agr. and Mech. College.	Agr. College, Miss.	A. J. Meyer, Sec'y of Agr. Ext.
Col. of Agr., Univ. of Missouri.	Columbia, Mo.	F. S. Cooley, Dir. Ext. Service.
Montana State College.	Bozeman, Mont.	C. W. Pugsley, Dir. Agr. Ext. Service.
Col. of Agr., Univ. of Nebr.	Lincoln, Nebr.	C. S. Knight, Dir. Agr. Ext.
Col. of Agr., Univ. of Nev.	Reno, Nev.	J. C. Kendall, Dir. Ext. Work.
N. H. Col. of A. and M. Arts.	Durham, N. H.	Alva Agee, Dir. Div. of Ext.
Rutgers Scientific School.	New Brunswick, N. J.	A. C. Cooley, Dir. Ext. Work.
N. Mex. Col. of A. and M. Arts.	State College, N. Mex.	B. T. Galloway, Dir. Div. of Ext.
N. Y. State College of Agr.	Ithaca, N. Y.	B. W. Kilgore, Dir. Ext. Service.
N. C. Col. of A. and M. Arts.	West Raleigh, N. C.	T. P. Cooper, Dir. Ext. Work.
N. Dak. Agr. College.	Agr. College, N. Dak.	H. C. Price, Dir. Agr. Ext. Work.
Col. of Agr., Ohio State Univ.	Columbus, Ohio.	W. D. Bentley, Dir. of Ext.
Okla. Agr. and Mech. College.	Stillwater, Okla.	R. D. Hetzel, Dir. Ext. Work.
Oregon State Agr. College.	Corvallis, Oreg.	M. S. McDowell, Dir. Agr. Ext. Work.
Pennsylvania State College.	State College, Pa.	A. E. Stene, Dir. Ext. Service.
R. I. State College.	Kingston, R. I.	W. W. Long, Dir. of Ext.
Clemson Agr. College of S. C.	Clemson College, S. C.	C. A. Keffer, Dir. Div. of Ext.
S. Dak. State College.	Brookings, S. Dak.	Clarence Ousley, Dir. Ext. Service.
Col. of Agr., Univ. of Tenn.	Knoxville, Tenn.	E. G. Peterson, Dir. Agr. Ext. Div.
A. and M. College of Texas.	College Sta., Texas.	Thos. Bradlee, Dir. Ext. Service.
Agr. College of Utah.	Logan, Utah.	J. D. Eggleston, Act. Dir. Ext. Work.
Col. of Agr., Univ. of Vermont.	Burlington, Vt.	J. A. Tormey, Dir. Ext. Div.
Virginia Polytechnic Inst.	Blacksburg, Va.	C. R. Titlow, Dir. Agr. Ext.
State College of Washington.	Pullman, Wash.	K. L. Hatch, Asst. Dir. Agr. Ext. Service.
Col. of Agr., W. Va. Univ.	Morgantown, W. Va.	A. E. Bowman, Dir. Ext. Work.
Col. of Agr., Univ. of Wis.	Madison, Wis.	
Col. of Agr., Univ. of Wyo.	Laramie, Wyo.	

APPENDIX C.

LIST OF FREE OR AVAILABLE PUBLICATIONS OF THE UNITED STATES DEPARTMENT OF AGRICULTURE OF INTEREST TO FARM WOMEN.

Application for publications in this list should be made to the Editor and Chief of the Division of Publications, United States Department of Agriculture, Washington, D. C.¹ Because of the limited supply, applicants are urgently requested to ask only for those publications in which they are particularly interested. The department can not undertake to supply complete sets, nor is it allowable to send more than one copy of each publication to an applicant. In applying for these publications the name of the series and the title and number of the bulletin or circular should be given.

AGRICULTURAL CLUBS.

(See "Organizing agricultural clubs for children," Appendix A.)

B. P. I. Doc. 644 rev. Boys' demonstration work. The corn club.

F. B. 566. Boys' pig clubs, with special reference to their organization in the South.

¹ Price lists of Government publications for sale by the Superintendent of Documents, Government Printing Office, Washington, D. C., are shown in Appendix D.

- B. P. I. Doc. 870 rev. Girls' demonstration work. The canning clubs.
 B. P. I. Doc. 803. Organization and instruction in boys' corn-club work.
 F. B. 562. Organization of boys' and girls' poultry clubs.
 B. P. I. Doc. 884. Potato growing as club work in the North and West.
 B. P. I. Doc. 883. Tomato growing as club work in the North and West.

AGRICULTURAL EDUCATION AND NATURE STUDY.

(See "Study of plants and trees" and "Gardening," Appendix A.)

- F. B. 218. The school garden.
 F. B. 428. Testing farm seeds in the home and in the rural school.
 F. B. 586. Collection and preservation of plant material for use in the study of agriculture.
 F. B. 606. Collection and preservation of insects and other material for use in the study of agriculture.
 F. B. 617. School lessons on corn.
 F. B. 396. The muskrat.
 F. B. 496. Raising Belgian hares and other rabbits.
 F. B. 525. Raising guinea pigs.
 F. B. 583. The common mole of the eastern United States.
 F. B. 587. Economic value of North American skunks.
 F. B. 638. Laboratory exercises in farm mechanics for agricultural high schools.
 Dept. Bul. 132. Correlating agriculture with the public school subjects in the Southern States.

ELEMENTARY FORESTRY.

- F. B. 173. A primer of forestry. Part I: The Forest.
 F. B. 358. A primer of forestry. Part II: Practical Forestry.
 *F. B. 468. Forestry in nature study. Price, 5 cents.
 F. B. 134. Tree planting on rural school grounds.
 *F. B. 423. Forest nurseries for schools. Price, 5 cents.
 *F. B. 228. Forest planting and farm management. Price, 5 cents.
 *F. B. 387. The preservative treatment of farm timbers. Price, 5 cents.
 *For. Serv. Cir. 130. Forestry in public schools. Price, 5 cents.
 *For. Serv. Cir. 96. Arbor Day. Price, 5 cents.

BEEES.

- F. B. 447. Bees.
 F. B. 503. Comb honey.
 *F. B. 334. Extraction of beeswax. Price, 5 cents.
 F. B. 442. The treatment of bee diseases.

BIRDS.

(See "Study of birds and mammals," Appendix A.)

- F. B. 493. The English sparrow as a pest.
 F. B. 506. Food of some well-known birds of forest, farm, and garden.
 F. B. 54. Some common birds in their relation to agriculture.
 F. B. 456. Our grosbeaks and their value to agriculture.
 F. B. 497. Some common game, aquatic, and rapacious birds in relation to man.
 Y. B. Sep. 504. Plants useful to attract birds and protect fruit.
 F. B. 390. Pheasant raising in the United States.
 F. B. 609. Bird houses and how to build them.
 F. B. 621. How to attract birds in northeastern United States.
 F. B. 630. Some common birds useful to the farmer.

DAIRYING.

(See "Protection of food supply," Appendix A.)

- *B. A. I. Cir. 218. Legal standards for dairy products. Price, 5 cents.
 Y. B. Sep. 606. Dairying and its relation to agriculture in semiarid sections.
 F. B. 106. Breeds of dairy cattle.
 F. B. 335. A successful poultry and dairy farm.
 F. B. 55. The dairy herd.
 F. B. 349. The dairy industry in the South.
 F. B. 623. Ice houses and the use of ice on the dairy farm.
 F. B. 490. Bacteria in milk.
 F. B. 541. Farm butter making.
 F. B. 166. Cheese making on the farm.
 F. B. 504. Losses due to low-grade cream.
 F. B. 413. The care of milk and its use in the home.
 F. B. 608. Removing garlic flavor from milk and cream.
 F. B. 602. Production of clean milk.

DOMESTICATION OF WILD ANIMALS.

- F. B. 328. Silver fox farming.
 F. B. 390. Pheasant raising in the United States.
 F. B. 396. The muskrat.
 F. B. 496. Raising Belgian hares and other rabbits.
 F. B. 525. Raising guinea pigs.
 F. B. 587. Economic value of North American skunks.

DRUGS.

(See "Protection of food supply," Appendix A.)

- F. B. 377. Harmfulness of headache mixtures.
 F. B. 393. Habit-forming agents: Their indiscriminate sale and use a menace to the public welfare.

FARM BUILDINGS.

- F. B. 574. Poultry-house construction.
 F. B. 438. Hog houses.
 F. B. 589. Homemade silos.
 F. B. 609. Bird houses and how to build them.
 F. B. 475. Ice houses.
 F. B. 623. Ice houses and the use of ice on the dairy farm.
 F. B. 461. The use of concrete on the farm.

FARM CONVENIENCES.

- F. B. 270. Modern conveniences for the farm home.
 Dept. Bul. 57. Water supply, plumbing, and sewage disposal for country homes.
 F. B. 607. The farm kitchen as a workshop.

FARMERS' INSTITUTES.

- Expt. Sta. Cir. 85. Farmers' institutes for women.

FARM MANAGEMENT.

- *B. P. I. Cir. 75. Agricultural survey of four townships in southern New Hampshire. Price, 5 cents.
 B. P. I. Cir. 128a. Miscellaneous papers: Some profitable and unprofitable farms in New Hampshire.
 B. P. I. Cir. 132a. Miscellaneous papers: The farmer's income.
 *Y. B. Sep. 567. Seasonal distribution of labor on the farm. Price, 5 cents.
 Y. B. Sep. 617. Factors of efficiency in farming.
 Dept. Bul. 32. An example of successful farm management in southern New York.
 Dept. Bul. 41. A farm management survey of three representative areas of Indiana, Illinois, and Iowa.
 Dept. Bul. 117. Profits in farming on irrigated areas in Utah Lake Valley.
 *B. P. I. Bul. 236. Farm management: Organization of research and teaching. Price, 20 cents.
 B. P. I. Bul. 259. What is farm management?

FARM BOOKKEEPING.

- F. B. 511. Farm bookkeeping.
 F. B. 572. A system of farm cost accounting.
 F. B. 593. How to use farm credit.
 F. B. 635. What the farm contributes directly to the farmer's living.
 F. B. 364. A profitable cotton farm. (South Carolina.)
 F. B. 432. How a city family managed a farm. (Virginia.)
 F. B. 437. A system of tenant farming and its results. (Eastern Maryland.)
 F. B. 454. A successful New York farm.
 F. B. 472. Systems of farming in central New Jersey.
 F. B. 519. An example of intensive farming in the cotton belt. (Alabama.)
 F. B. 614. A corn-belt farming system which saves labor by hogging down crops.
 *Dept. Bul. 3. A normal day's work for various farm operations. Price, 10 cents.
 *Dept. Bul. 29. Crew work, costs, and returns in commercial orcharding in West Virginia. Price, 5 cents.
 *Dept. Bul. 130. Operating costs of a well-established New York apple orchard. Price, 5 cents.

MODEL FARMS.

(The States in which these are located are indicated.)

- F. B. 242. An example of model farming. (Pennsylvania.)
 F. B. 272. A successful hog and seed-corn farm. (Illinois.)
 *F. B. 230. A profitable tenant dairy farm. (Michigan.) Price, 5 cents.
 *F. B. 299. Diversified farming under the plantation system. (Louisiana.) Price, 5 cents.
 F. B. 310. A successful Alabama diversification farm.
 F. B. 312. A successful southern hay farm. (South Carolina.)
 F. B. 325. Small farms in the corn belt. (Nebraska.)
 F. B. 326. Building up a run-down cotton plantation. (Arkansas.)
 F. B. 355. A successful poultry and dairy farm. (Washington.)

FLORICULTURE.

(See "Gardening," Appendix A.)

- F. B. 195. Annual flowering plants.

FOODS AND THEIR PREPARATION.

(See "Foods and cooking" and "Protection of food supply," Appendix A.)

- F. B. 375. Care of food in the home.
 F. B. 291. Evaporation of apples.
 F. B. 389. Bread and bread making.
 F. B. 203. Canned fruits, preserves, and jellies: Household methods of preparation.
 F. B. 426. Canning peaches on the farm.
 F. B. 521. Canning tomatoes at home and in club work: I. Canned tomatoes, catsup, chowchow, etc. II. Canning tomatoes in clubs and for market.
 F. B. 359. Canning vegetables in the home.
 F. B. 249. Cereal breakfast foods.
 F. B. 487. Cheese and its economical uses in the diet.
 F. B. 298. Food value of corn and corn products.
 F. B. 559. Use of corn, kafir, and cowpeas in the home.
 F. B. 565. Corn meal as a food product and ways of using it.
 F. B. 128, rev. Eggs and their uses as food.
 Y. B. Sep. 596. How the produce dealer may improve the quality of poultry and eggs.
 F. B. 85, rev. Fish as food.
 F. B. 293. Use of fruit as food.
 F. B. 175. Home manufacture and use of unfermented grape juice.
 *Chem. Bul. 118. Unfermented apple juice. Price, 5 cents.
 F. B. 121, rev. Beans, peas, and other legumes as foods.
 *F. B. 169. The food value of beans. Price, 5 cents.
 F. B. 391. Economical use of meat in the home.
 F. B. 183, rev. Meat on the farm: Butchering, curing, and keeping.
 F. B. 34. Meats: Composition and cooking.
 F. B. 526. Mutton and its value in the diet.
 F. B. 396. The muskrat.
 *F. B. 435. Experiment Station work. Market classes and grades of meat. Price, 5 cents.
 *F. B. 479. Experiment Station work. Preparation of choice hams. Price, 5 cents.
 F. B. 496. Raising Belgian hares and other rabbits.
 F. B. 363. The use of milk as food.
 F. B. 413. The care of milk and its use in the home.
 F. B. 332. Nuts and their uses as food.
 B. P. I. Cir. 98. Peanut butter.
 F. B. 431. The peanut.
 F. B. 553. Pop corn for the home.
 F. B. 295. Potatoes and other root crops as food.
 F. B. 407. The potato as a truck crop.
 F. B. 182. Poultry as food.
 F. B. 390. Pheasant raising in the United States.
 F. B. 493. The English sparrow.
 F. B. 535. Sugar and its value as food.
 F. B. 516. The production of maple sugar and sirup.
 F. B. 324. Sweet potatoes.
 F. B. 548. Storing and marketing sweet potatoes.
 F. B. 256. Preparation of vegetables for the table.

FRUIT CULTURE.

- F. B. 154. The home fruit garden: Preparation and care.
 F. B. 113. The apple and how to grow it.
 F. B. 491. The profitable management of the small apple orchard on the farm.
 F. B. 631. Growing peaches: Sites, planting, tillage, etc.
 F. B. 632. Growing peaches: Pruning, thinning, etc.
 F. B. 633. Growing peaches: Varieties and classification.
 F. B. 482. The pear and how to grow it.
 F. B. 471. Grape propagation, pruning, and training.
 F. B. 538. Sites, soils, and varieties for citrus groves in the Gulf States.
 F. B. 539. Propagation of citrus trees in the Gulf States.
 F. B. 542. Culture, fertilization, and frost protection of citrus groves in the Gulf States.
 F. B. 213. Raspberries.
 F. B. 307. Roselle: Its culture and uses.
 F. B. 198. Strawberries.

FUR FARMING.

- F. B. 328. Silver fox farming.
 F. B. 396. The muskrat.
 F. B. 587. Economic value of North American skunks.

GUINEA PIGS.

- F. B. 525. Raising guinea pigs.

HOME GROUNDS.

- F. B. 185. Beautifying the home grounds.
 F. B. 494. Lawns and lawn soils.
 F. B. 609. Bird houses and how to build them.
 F. B. 621. How to attract birds in northeastern United States.
 Y. B. Sep. 504. Plants useful to attract birds and protect fruit.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

HOUSEHOLD INSECTS.

(See "Study of insects," Appendix A.)

- Ento. Cir. 34, rev. House ants.
 Ento. Cir. 47, rev. The bedbug.
 F. B. 626. The carpet beetle or "Buffalo moth."
 F. B. 627. The house centipede.
 Ento. Cir. 77. Harvest mites or "chiggers."
 *Ento. Cir. 51, rev. Cockroaches. Price, 5 cents.
 Ento. Cir. 108. House fleas.
 F. B. 459. House flies.
 F. B. 444. Remedies and preventives against mosquitoes.
 F. B. 450. Some facts about malaria.
 F. B. 547. The yellow fever mosquito.
 Ento. Cir. 36, rev. The true clothes moths.
 Ento. Cir. 49. The silverfish.
 Ento. Cir. 50, rev. The white ant.

HYGIENE AND SANITATION.

(See "Health and community sanitation," Appendix A.)

- F. B. 478. How to prevent typhoid fever.
 F. B. 463. The sanitary privy.
 F. B. 345. Some common disinfectants.
 F. B. 450. Some facts about malaria.
 F. B. 369. How to destroy rats.

ICE.

- F. B. 475. Ice houses.
 F. B. 623. Ice houses and the use of ice on the dairy farm.

INDUSTRIAL ALCOHOL.

- F. B. 269. Industrial alcohol: Uses and statistics.
 F. B. 429. Industrial alcohol: Sources and manufacture.

PAINT AND WHITEWASHES.

- F. B. 474. The use of paint on the farm.

PESTS (OTHER THAN INSECT).

- F. B. 369. How to destroy rats.
 F. B. 493. The English sparrow as a pest.
 F. B. 583. The common mole of the eastern United States.
 F. B. 396. The muskrat.
 Y. B. Sep. 571. Crawfish as crop destroyers.

POULTRY.

(See "Poultry," Appendix A.)

- F. B. 562. Organization of boys' and girls' poultry clubs.
 F. B. 528. Hints to poultry raisers.
 F. B. 287. Poultry management.
 F. B. 51. Standard varieties of chickens.
 F. B. 594. Shipping eggs by parcel post.
 *Ento. Cir. 92. Mites and lice on poultry. Price, 5 cents.
 *Ento. Cir. 170. The fowl tick. Price, 5 cents.
 F. B. 530. Important poultry diseases.
 F. B. 64. Ducks and geese: Standard breeds and management.
 F. B. 234. The guinea fowl and its use as food.
 F. B. 585. Natural and artificial incubation of hen's eggs.
 F. B. 624. Natural and artificial brooding of chickens.
 *Y. B. Sep. 591. Handling of dressed poultry a thousand miles from market. Price, 15 cents.
 *Y. B. Sep. 596. How the produce dealer may improve the quality of poultry and eggs. Price, 5 cents.
 F. B. 445. Marketing eggs through the creamery.
 F. B. 594. Shipping eggs by parcel post.
 F. B. 390. Pheasant raising in the United States.
 F. B. 200. Turkeys: Standard varieties and management.

RABBITS.

- F. B. 496. Raising Belgian hares and other rabbits.

RATS.

- F. B. 369. How to destroy rats.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

ROADS.

(See "Road improvement," Appendix A.)

- F. B. 505. Benefits of improved roads.
 F. B. 597. The road drag and how it is used.
 F. B. 338. Macadam roads.
 F. B. 311. Sand-clay and burnt-clay roads.

SCHOOL GARDENS.

(See "Gardening," Appendix A.)

- F. B. 218. The school garden.
 *F. B. 423. Forest nurseries for schools. Price, 5 cents.

TREES.

(See "Study of plants and trees," Appendix A.)

- F. B. 134. Tree planting on rural school grounds.

VEGETABLE CULTURE.

(See "Gardening," Appendix A.)

- F. B. 255. The home vegetable garden.
 F. B. 61. Asparagus culture.
 F. B. 289. Beans.
 F. B. 433. Cabbage.
 F. B. 282. Celery.
 F. B. 254. Cucumbers.
 F. B. 204. The cultivation of mushrooms.
 F. B. 232. Okra : its culture and uses.
 F. B. 354. Onion culture.
 F. B. 220. Tomatoes.

MISCELLANEOUS PUBLICATIONS.**BUREAU OF PLANT INDUSTRY BULLETINS.**

- *No. 116. The tuna as food for man. Price, 25 cents.
 *No. 124. The prickly pear as a farm crop. Price, 10 cents.
 *No. 140. The "spineless" prickly pears. Price, 10 cents.
 *No. 165. Application of some of the principles of heredity to plant breeding. Price, 10 cents.

BUREAU OF PLANT INDUSTRY CIRCULARS.

- *No. 117. Miscellaneous papers : Relation of agricultural extension agencies to farm practices. Price, 5 cents.
 No. 132a. Miscellaneous papers : The farmer's income.

APPENDIX D.**THE GOVERNMENT BOOKSTORE.**

The Government of the United States has a bookstore filling the seven-story building on H Street, known as the Annex to the Government Printing Office. This is in charge of the Superintendent of Documents, who has for sale at actual cost to the public more than two and a half million books and bulletins published officially by the various Federal departments. This collection of official material covers a wide range of subjects and offers publications of value to persons interested in almost any branch of investigation or serious reading. Most of these publications are obtainable for 5 or 10 cents, with postage prepaid by the Government except to most foreign countries.

The price affixed in each instance simply covers the actual cost for printing, paper, and mailing, and in no sense represents the initial investment of the Government in the time employed in the research by the authors, or the material and facilities used by them in their investigations.

To make these publications accessible by subject to the public, the Superintendent of Documents issues the following price lists which he will supply free on application :

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

LISTS OF GOVERNMENT PUBLICATIONS.

10. Laws of the United States of America. Describes all the different forms in which the Laws have been and are officially published.
11. American Foods and Cooking. "Uncle Sam's Cook Book."
15. U. S. Geological Survey. The Survey is a prolific publisher.
16. Farmers' Bulletins and Yearbooks. This is the farmers' list. It is more in demand than any other.
18. Engineering and Surveying. Coast and Geodetic Survey publications and Engineer Corps reports on rivers and harbors.
19. The Army and the Organized Militia. American military documents, of which there are more than many peaceful citizens are aware.
20. Public Domain. Relates to public lands, conservation, irrigation, homesteading, etc.
21. Fishes of the United States. The fishery industries as well as the fishes are considered.
24. Indians of North America. Historical, ethnological, educational, and philological documents, with many illustrations.
25. Land and Water Transportation. Does not include Interstate Commerce Commission publications, which are in list 59.
28. Finances of the United States. The National Monetary Commission, the new financial legislation, the income tax, etc.
31. Education in the United States. Recent issues of bulletins are numerous and timely.
32. Noncontiguous Territory. Relates to the Philippines, Hawaii, Porto Rico, Guam, Samoa, and the occupations of Cuba.
33. Labor Questions. Titles relating to labor disputes, and plans to lighten the lot of wage workers.
35. Geography and Explorations. Reports on the early explorations as well as the later ones.
36. Government Periodicals. More than 50 periodicals—daily, weekly, and monthly.
37. Tariff Legislation. The old and the new tariffs with incidental documents.
38. Animal Industry. Describing the domestic animals in health and disease. Includes dairy, poultry, and birds.
40. Agricultural Chemistry. This is a branch of the Agriculture Department.
41. Insect Pests and How to Fight Them. From the Entomology Bureau.
42. Agricultural Experimentation. Nutrition, drainage, agricultural extension, etc.
43. Forest Service. Work of this extensive service is well covered.
44. Plant Life. All economic plant growth and its maladies and cures.
45. Public Roads Office. Reports results of extensive experimentation.
46. Soils and Fertilizers. American soils have been surveyed, described, analyzed, and classified.
48. Weather Bureau Publications. Telling what is scientifically known about the weather.
49. Congressional Records and other published proceedings of Congress.
50. American History and Biography. Many historical episodes have been described, and such descriptions are the material from which history is made.
51. Health, Disease, and Sanitation. Chiefly issues of Public Health Service.
53. Maps. Includes the United States and State maps published by the Land Office.
54. Miscellaneous. Several important subjects are grouped in this list. Corporations, immigration, referendum, liquor, and woman suffrage are among them.
55. National Museum Publications. The Museum publications are all public documents and are on sale.
56. Smithsonian Institution Reports. The General Appendix to the Report is a scientific miscellany that supplies an array of interesting titles.
57. Astronomical Papers of the Naval Observatory. Includes papers by Simon Newcomb and other astronomers of note.
58. Mines and Mining. Mainly made up of issues of the Mines Bureau.
59. Interstate Commerce Commission Publications. Relate to transportation.
60. Alaska Territory. Numerous publications relating to the newest of the Territories.
61. Panama Canal and the Canal Zone. From the inception of the idea to the present time.
62. Commerce and Manufactures. Information about Central and South America especially.
63. The Navy and the Naval Reserve. Official documents, new and old.
64. Standards of Weights, Measures, etc. Relate to the exact sciences.
65. Foreign Relations of the United States. Mainly selections from diplomatic correspondence.

These lists are constantly being reprinted and new lists are issued frequently. The names of applicants for lists that are not in stock are recorded and their requests complied with as soon as suitable lists become available.

HOW TO BUY BOOKS FROM THE GOVERNMENT BOOKSTORE.

When any of the Federal departments issues a publication, it is allowed a limited number of copies for free distribution. When a department's supply of any publication is exhausted, the Superintendent of Documents, if there is a public demand for additional copies, reprints the publications and offers them for sale at actual cost for printing and paper. Comparatively few people, however, understand that the Superintendent of Documents has no connection with any of the other departments or know exactly how to purchase documents from him.

The method is as follows: To secure any specific document, the price of which is known, the prospective reader should send an order, accompanied by a money order, express order, certified check, or New York draft, covering the price; or he can send currency at his own risk. Postage stamps, foreign money, and worn or mutilated coins are not acceptable.

In the event that the reader does not know the title of the document and simply wishes to find what the Government issues on any topic, he should write a letter or post card to the Superintendent of Documents, asking him to send a list of available documents on the topic. Such lists will be sent without charge.

APPENDIX E.

PUBLICATIONS ON SCHOOL AND HOME EDUCATION AND THE CARE OF CHILDREN.

UNITED STATES BUREAU OF EDUCATION, DEPARTMENT OF THE INTERIOR.

(Documents not starred may be had free upon application to the Commissioner of Education, Washington, D. C.)

BULLETINS.

- *1909, No. 3. Daily meals of school children. Price, 10 cents.
Description of typical inexpensive lunches, methods of using food, food values, etc.
- *1912, No. 17. The Montessori system of education. Price, 5 cents.
A simple description of the Italian teacher's contribution to methods of instructing young children, especially in the home. (See also 1914, No. 28.)
- *1912, No. 28. Cultivating the school grounds in Wake County, N. C. Price, 5 cents.
Suggests practical methods whereby country women may help in school industrial work.
- *1913, No. 12. The promotion of peace. Price, 10 cents.
Contains programs for school celebrations, more particularly in behalf of the peace movement.
- *1913, No. 20. Illiteracy in the United States. Price, 10 cents.
Shows how one determined country woman wiped out illiteracy in her mountain district. Interestingly illustrated.
- *1913, No. 30. Education in the South. Price, 10 cents.
Brief statements of about 100 phases of rural education and cooperation, including several with direct bearing on the problems of country women.
- *1913, No. 40. The reorganized school playground. Price, 10 cents.
Shows need for large playgrounds, whether in village or country, and gives examples of good playground apparatus.
- 1913, No. 42. An experimental rural school at Winthrop College.
A country school for country children, with the kitchen and garden as a basis for school work.
- *1913, No. 43. Agriculture and rural life day. Price, 10 cents.
Quotations and poems in praise of life on the farm.
- *1913, No. 47. Teaching material in Government publications. Price, 10 cents.
A guide to Government documents available for distribution.
- *1913, No. 48. School hygiene. Price, 15 cents.
Miscellaneous short articles on health, with a nontechnical summary of the health movement in the schools.
- 1914, No. 49. The Farragut School, a Tennessee country life high school.
A high school in the open country which adapted its work to country needs.
- 1913, No. 58. Educational system of rural Denmark.
Shows how a carefully worked out system of rural schools has built up rural prosperity and culture in Denmark.
- 1914, No. 5. The folk high school of Denmark.
See 1914, No. 22.
- 1914, No. 12. Rural schoolhouses and grounds.
Gives pictures and plans of country schools, with special reference to hygiene and sanitation.
- 1914, No. 18. The public-school system of Gary, Ind.
Description of a school system with special features of industrial work that are being copied in many communities.
- 1914, No. 20. A rural school and hookworm disease.
Describes the effect of hookworm disease and the work of the school in remedying it. Particularly suggestive for health improvement in country communities.
- 1914, No. 22. The Danish folk high school.
A somewhat more elaborate description of the Danish folk high school for "grown-ups," with a discussion of the possibility of adapting these schools to the United States.
- 1914, No. 23. Some trade schools in Europe.
A first-hand description of typical trade schools in England, France, and Germany. Fifty illustrations.
- 1914, No. 28. The Montessori method and the kindergarten.
Compares methods in the Montessori Italian schools with those of the kindergarten, and gives helpful suggestions for mothers in handling children from 2 to 6 years.
- 1914, No. 30. Consolidation of rural schools and transportation of pupils at public expense.
A statement of conditions as they are with arguments for and against. Illustrations of schools and transportation facilities.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

1914, No. 36. Education for the home.

A review of household arts and other instruction related to home problems. Contains lists of equipment for household arts.

1914. Play and recreation in rural communities. (In press.)

OTHER PUBLICATIONS.

Reading course for parents. No. III.

A list of books dealing with the care of children.

*Medical handbook. Price 50 cents.

A brief, simply written medical guide for the use of those remote from a physician. Designed for the Alaskan School Service of the Bureau of Education, but directly useful to country women.

OFFICE OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR.

The following publications while designed primarily for use in the education of Indians will be found equally useful in other schools and by parents of other races. Many of them will be particularly useful to mothers interested in the home education of their children in domestic occupations.

*Outline lessons in housekeeping, including cooking, laundering, dairying, and nursing, for use in Indian schools. Price 5 cents.

Contains also estimates for equipment and lists of references and textbooks. The outlines consist only of subject heads.

*Some things that girls should know how to do and hence should learn how to do when in school. Price 5 cents.

Suggestions in equipment—outlines of 41 exercises in equipment and preparation of food, of 8 in care and equipment of bedrooms, of 6 in housekeeping suggestions, of 13 in cleaning, of 13 in sewing, of 10 in laundering, of 8 in dairying, of 7 in care of the sick, and of 3 in the care of camp animals.

*Synopsis of course in sewing. Price 10 cents.

Illustrated directions for 17 sewing operations, from hemming to tucking, followed by outline lessons to cover 6 terms.

*Farm and home mechanics; some things that every boy should know how to do and hence should learn to do in school. Price 15 cents.

Drawings and directions for making 29 common farm articles; 23 common farm processes, with directions for learning them.

*Social plays, games, marches, old-folk dances, and rhythmic movements for use in Indian schools. Price 10 cents.

More than 150 games, graded for school children of all ages. Just as useful in white schools as in Indian schools.

THE CHILDREN'S BUREAU, DEPARTMENT OF LABOR.

The Children's Bureau, of the Department of Labor, is ready to supply the following publications dealing with the home and community care of small children:

Prenatal care.

Infant care. (Discusses the care of the child through the second year.)

Description of the New Zealand Society for the Health of Women and Children. (Describes a method of cooperation among mothers living in rural districts.)

Baby-saving campaigns. (Describes methods by which some American cities have undertaken to reduce their infant mortality; including samples of literature in various languages used in these campaigns.)

Birth registration as an aid in protecting the lives and rights of children.

APPENDIX F.

SANITATION AND HYGIENE—PUBLICATIONS OF THE UNITED STATES PUBLIC HEALTH SERVICE.

The unstarred titles in the following list of bulletins dealing with health and sanitation can be obtained free on application to the United States Public Health Service, Washington, D. C.:

PUBLIC HEALTH BULLETINS.

No. 35. The relation of climate to the treatment of pulmonary tuberculosis.

No. 36. Tuberculosis: Its nature and prevention.

No. 37. The sanitary privy: Its purpose and construction.

No. 42. Disinfectants: Their use and application in the prevention of communicable diseases.

No. 48. Pellagra. A precis (revised edition).

No. 58. Open-air schools for the cure and prevention of tuberculosis among children.

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

REPRINTS FROM THE PUBLIC HEALTH REPORTS.

- No. 2. Plan of organization for suppression of smallpox in communities not provided with an organized board of health.
- *No. 9. The prevention of the spread of scarlet fever. Price, 5 cents.
- *No. 27. Danger and prevention of tetanus from Fourth of July wounds. Price, 5 cents.
- No. 28. Prevention and destruction of mosquitoes.
- No. 36. Hookworm disease and its relation to the negro.
- *No. 37. Treatment of hookworm disease. Price, 5 cents.
- *No. 39. A working plan for colored antituberculosis leagues. Price, 5 cents.
- *No. 42. Soil pollution and its relation to hookworm disease and typhoid fever. Price, 5 cents.
- No. 72. Vegetables as a possible factor in the dissemination of typhoid fever.
- No. 77. Sewage-polluted water supplies in relation to infant mortality.
- No. 100. Whooping cough: Its nature and prevention.
- No. 105. Antimalarial measures for farmhouses and plantations.
- No. 115. Hospital relief for rural districts.
- No. 116. Country schools and rural sanitation.
- No. 138. A new design for a sanitary pail.
- *No. 142. Medical inspection of schools. Price, 5 cents.
- No. 144. School hygiene.
- No. 155. Heat and infant mortality.
- No. 164. Mental hygiene.
- No. 170. Prevention of malaria.
- No. 175. Quinine prophylaxis for malaria.
- No. 177. Rural schools.
- No. 183. Screening as an antimalarial measure.
- No. 211. School hygiene.
- No. 217. Mosquitoes and malaria.
- No. 219. The hygiene of rural schools.
- No. 221. Tuberculosis: The financial aspect of the sick leaving home in search of a beneficial climate.
- No. 224. Hookworm disease: The use of oil of chenopodium in its treatment.
- No. 227. Drug intoxication.
- No. 228. The treatment and prevention of pellagra.

SUPPLEMENTS TO THE PUBLIC HEALTH REPORTS.

- No. 1. Measles.
- No. 2. Indoor tropics: The injurious effects of overheated dwellings, schools, etc.
- No. 3. Tuberculosis: Its predisposing causes.
- No. 5. Fighting trim: The importance of right living.
- No. 7. Shower baths for country houses.
- No. 8. Trachoma: Its nature and prevention.
- No. 10. The care of the baby.
- No. 11. What the farmer can do to prevent malaria.
- No. 14. Diphtheria: Its prevention and control.
- No. 16. Summer care of infants.
- No. 18. Malaria: Lessons on its cause and prevention.

MISCELLANEOUS PUBLICATIONS.

List of publications of the Public Health Service.

APPENDIX G.

DEPARTMENT OF LABOR'S SERVICE FOR PLACING FIELD AND DOMESTIC LABOR ON FARMS.

The Division of Information in the Bureau of Immigration, United States Department of Labor, is engaged in an effort to promote a beneficial distribution of admitted aliens and other residents of the United States. With that end in view the Department of Labor has established 18 distributions, covering the entire United States, with an office or offices known as distribution branches in each zone. The particular features of this undertaking of interest to women are two, viz: (1) The efforts which officers of the several distribution branches will exert to direct from the congested centers of population to the farms and rural communities generally men, women, and girls, both citizens and aliens, to engage in farm or domestic work; and (2) the opportunities that will be presented to women to engage in seasonal occupations on farms or in other rural communities.

The idea seems to prevail in the minds of many that the Government can in some way cause immigrant families on being admitted to the United States to proceed to farming communities rather than to mines or factories. Such, however, is not the case. The great majority of immigrants who come to this country have the name and address of some relative or friend to whom they wish to go in the first instance. This is particularly true of immigrant women and girls. However, after the aliens have been in this country for a longer or shorter period they naturally look around for a place offering permanent employment. Then it is that they turn to the Division of Information of the

* Obtainable only by sending the price noted, in currency or money order (stamps not accepted), to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Immigration Service and its several distribution branches for advice and information; and then it is that they can be induced to consider the offers of agriculturists and other employers residing in the country. The addresses of the distribution branches are shown below.

In the matter of seasonal occupations the Division of Information will institute inquiries in the communities requiring large numbers of workers for a period of a few months, and the information thus gathered will be imparted to colleges, high schools, mills, and factories, so that men and women desiring to secure rural work during vacation time may have presented to them an opportunity for so doing. Thus inquiries as to the number of additional men needed to gather the wheat harvest in the Central West were directed to farmers in May, 1914. Bulletins placed in all post offices spread the information obtained, and as a result the farmers of that section were assisted in employing nearly 75,000 farm hands.

LOCATION OF DISTRIBUTION BRANCHES.

Information regarding citizen as well as alien farm help may be obtained for the territory indicated by addressing "Distribution Branch, U. S. Immigration Service," at the address shown below:

Zone No.	Location of branch.	Local address.	State or Territory controlled.
1	Boston, Mass.....	Long Wharf.....	Maine, Massachusetts, Rhode Island.
2	New York, N. Y.....	U. S. Barge Office.....	New York, New Jersey, Connecticut, New Hampshire, Vermont.
3	Philadelphia, Pa.....	Gloucester City, N. J.....	Pennsylvania, Delaware, West Virginia.
4	Baltimore, Md.....	Stewart Building.....	Maryland.
5	Norfolk, Va.....	119 West Main Street.....	Virginia, North Carolina.
6	Jacksonville, Fla.....	Federal Building.....	Florida, Georgia, Alabama, South Carolina.
7	New Orleans, La.....	Immigration Station.....	Louisiana, Mississippi, Arkansas, Tennessee.
8	Galveston, Tex.....	Immigration Station.....	Texas, New Mexico.
9	Cleveland, Ohio.....	Post Office Building.....	Ohio, Kentucky.
10	Chicago, Ill.....	Newberry Building.....	Illinois, Indiana, Michigan, Wisconsin.
11	Minneapolis, Minn.....	Federal Building.....	Minnesota, North Dakota, South Dakota.
12	St. Louis, Mo.....	Chemical Building.....	Missouri, Kansas, Oklahoma, Iowa.
13	Denver, Colo.....	Central Savings Bank Building.	Colorado, Wyoming, Nebraska, Utah.
14	Helena, Mont.....	Power Building.....	Montana, Idaho.
15	Seattle, Wash.....	Fifteenth Avenue West and Main Street.	Washington.
16	Portland, Oreg.....	Railway Exchange Building.	Oregon.
17	San Francisco, Cal.....	Angel Island.....	California, north of northern boundary of San Luis Obispo, Kern, and San Bernardino Counties, also State of Nevada.
18	Los Angeles, Cal.....	Post Office Building.....	California, south of the northern boundary of San Luis Obispo, Kern, and San Bernardino, and State of Arizona.

PUBLICATIONS OF THE DIVISION OF INFORMATION, DEPARTMENT OF LABOR.

The Department of Labor has the following bulletins for distribution:

Distribution of admitted aliens and other residents.

Annual report of Chief of Division of Information, fiscal year 1914. (This includes special reference to harvest-hand situation.)

Seven bulletins on "Agricultural opportunities." Information concerning resources, products, and physical characteristics, published in Polish as well as in English:

No. 1. North Atlantic States.

No. 2. South Atlantic States.

No. 3. North Central States (eastern group).

No. 4. North Central States (western group).

No. 5. South Central States.

No. 6. Western States (northern group) and Alaska.

No. 7. Western States (southern group) and Hawaii.

Application for the above should be made to Division of Information, Bureau of Immigration, U. S. Department of Labor, Washington, D. C.

JUN 21 1918

